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ABSTRACT

This study is the third annual study of primary program implementation in Kentucky elementary schools. This research project is one of six studies conducted in 1995 to determine the extent Kentucky schools and educators had implemented educational technology. In June, 1990, the Kentucky legislature passed the Kentucky Education Reform Act (KERA), mandating restructuring of Kentucky educational system. A controversial aspect of the legislation is the requirement for all of Kentucky's elementary schools to become non-graded, multi-age, multi-ability primary schools by the fall of 1993. In this study, observations were collected in a random sample of 24 primary schools in eight regional service areas in the state, selecting four teachers in each school for observation. Observers were trained to use the Primary Program Component Configuration Map. Teachers rated the level of support for implementation of the primary program. Results include: (1) wide variation from teacher to teacher in manner and degree in which components of the primary program are implemented; (2) little change between 1994 and 1995 in patterns of implementation; and (3) decrease in percentage of teachers who were implementing the primary program in recommended ways. Recommendations include more staff development, especially in using assessment and instructional techniques science and social sciences. (BGC)

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THE KENTUCKY INSTITUTE FOR EDUCATION RESEARCH

The Implementation of Kentucky's Primary Program 1995: A Progress Report

A Report of Research
conducted by
Institute on Education Reform
University of Kentucky

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The Implementation of Kentucky's Primary Program 1995: A Progress Report

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Conducted by
The Institute on Education Reform
University of Kentucky

Principal Investigator
Connie A. Bridge

June 1995

Supported With Funds From
The Kentucky Institute for Education Research

PREFACE

This research project is one of six studies conducted in the spring of 1995 to determine the extent schools and educators across Kentucky had implemented Educational Technology, High School Restructuring, the Primary Program, Professional Development, Performance Assessment and School-Based Decision Making. The progress of the Primary Program presented in this document is the only one of the six studies in its second year of data collection.

The studies were sponsored by the Kentucky Institute for Education Research, supported by funding from the Annie E. Casey Foundation. Each of the research projects was contracted to a Kentucky university that managed the research and employed the services of a team of researchers/field observers, mostly from higher education institutions across the state.

Each study was designed to collect data from a random set of schools across the eight state educational regions. All studies used a research tool developed especially for studying the progress of program implementation called an Innovation Component Configuration Map. The Configuration Map enables researchers to judge the level of implementation of different program components based on a common set of standards and guidelines.

Collectively, though these six studies, more than fifty trained researchers visited 189 schools across the Commonwealth conducting interviews, observing classrooms, training sessions, and school council meetings, reviewing documents and collecting artifacts. To date this research represents the single most comprehensive effort to gage the level of implementation of programs initiated through the Kentucky Education Reform Act of 1990 (KERA).

The Kentucky Institute for Education Research is proud to be able to sponsor these projects and highly commends the members of the research teams and the universities for the excellent work of data collection and analysis they conducted under difficult conditions and a limited budget. On behalf of the Institute, I want to personally express my sincere appreciation to each of the principal investigators for their professional commitment to this statewide effort, their many hours of work beyond those budgeted in the contract and their perseverance to produce a high quality research report.

This report not only describes what schools and educators across the state are doing to implement school reform, it also provides research-based, thoughtful suggestions about how implementation of programs can be enhanced and the benefits of reform increased for the youth of Kentucky. I sincerely hope you will find the contents of this report both informative and helpful.

Roger Pankratz, Executive Director
Kentucky Institute for Education Research

ACKNOWLEDGEMENTS

I would like to acknowledge the contributions of numerous individuals who made this study possible. First, we could not have conducted the study without the cooperation of the teachers and principals who graciously were willing to interrupt their busy schedules to be interviewed and to complete the surveys. We thank them.

Second, I thank my colleagues from universities and schools throughout the state who served as field observers and who spend a great deal of time learning to use the Innovation Component Configuration Map and traveling to the schools to observe and interview the teachers and principals. These observers are listed on the following page.

Third, we appreciate the sage advice and prompt response of Dr. Archie George of the University of Idaho who analyzed the data and helped us interpret the results of the cluster analyses.

I would also like to express my appreciation to Dr. Roger Pankratz, Executive Director of the Kentucky Institute for Education Research, for his vision in conceptualizing the use of the Innovation Component Configuration Maps for the evaluation of the various strands of the Kentucky Education Reform Act and for his advice during the conduct of this study and the preparation of the final report. His adherence to high standards is always valued.

Finally, I must thank my two research assistants in the Institute on Education Reform, Susan Gooden and Margaret Compton-Hall, for their extensive efforts to organize and conduct the observer training, to schedule school visits, to help analyze and interpret the data, and to help develop the final report. My staff assistant, Charmaine Powell was responsible for the layout and final appearance of the report. As always, the quality of her work was superb and her contributions invaluable.

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THE IMPLEMENTATION OF KENTUCKY'S PRIMARY PROGRAM
1995
A PROGRESS REPORT

EXECUTIVE SUMMARY AND RECOMMENDATIONS

The Purpose of the Study

The Kentucky Education Reform Act of 1990 required all of Kentucky's elementary schools to develop and implement a non-graded primary program for children in kindergarten through grade three by the fall of 1993. As part of that program, schools were to implement seven critical attributes of the primary program:

1. Developmentally appropriate practices.
2. Multi-age, multi-ability classrooms.
3. Continuous progress.
4. Authentic assessment.
5. Qualitative reporting methods.
6. Professional teamwork.
7. Positive parent involvement.

During the spring of 1993 and 1994, statewide studies were conducted to determine the nature and extent of primary program implementation in Kentucky's elementary schools. The overall purpose of the 1995 study was to provide follow up data regarding the progress of primary program implementation. More specifically, the objectives of this study were as follows:

1. To determine the status of implementation of the primary program in a random sample of classrooms in 24 primary schools geographically distributed throughout Kentucky.

2. To determine the patterns of implementation of the components of the primary program by teachers in these 24 schools.

3. To determine the differences in patterns of implementation between the teachers who were implementing the primary program with high fidelity and those teachers who were implementing with low fidelity.

4. To compare the nature and extent of implementation between the spring of 1994 and the spring of 1995.

5. To determine teachers' perceptions of the levels of support they have received for implementation of the primary program and their attitudes toward various aspects of the primary program.

The Statewide Sample

Observations were collected in a geographically stratified random sample of 24 primary schools in the eight regional service center areas in the state. Four primary teachers were randomly selected for observation in each school. In two schools, only two teachers were observed due to scheduling conflicts, leaving 92 teachers in the sample. While the study sample is small and may not be totally representative of teachers in primary programs throughout the state, it provides a snapshot view of the status of implementation.

The Data Collection Process

Information about the implementation of specific components of the primary program was collected by observers trained to use the Primary Program Component Configuration Map. Observers spent one day in each teachers' classroom and conducted interviews with the teacher and the school principal. In addition, teachers completed a teacher survey instrument in which they rated the level of support for implementation of the primary program that they had received from various sources.

The Primary Program Component Configuration Map contained descriptions of different levels of implementation for 48 components related to the seven critical attributes of the primary program. The 48 program components were derived from indicators on the Department of Education's Primary Action Plan Review Form developed in the summer of 1992 with input from the Early Childhood Division staff, Primary Program consultants from the state's Regional Service Centers, and university faculty. The 48 program components were organized around five major areas: the learning environment, developmentally appropriate practices, assessment of learning, educational partnerships, and multi-age/multi-ability grouping.

Field observers across the state were recruited from the ranks of university professors and doctoral students in early childhood and elementary education and public school administrators. All observers were highly familiar with the primary program. Observers were trained using videotapes of primary classrooms to establish interobserver agreement.

Researchers first contacted the principals of selected schools to explain the study and obtain consent to participate. Field observers then scheduled individual interviews and observations.

Data collected for analysis consisted of completed Primary Program Configuration Maps, notes from structured interviews with teachers and principals, and completed teacher surveys.

Conclusions

1. There is wide variation from teacher to teacher in the manner and degree to which the components of the primary program are being implemented. Within individual schools, there may be wide variation among teachers. However, in a few schools, all of the four randomly selected teachers were implementing the primary program with high fidelity.

2. There has been little change between 1994 and 1995 in the patterns of implementation and in the degree to which the primary program is being implemented. Although there has been a slight decrease in the level of implementation in several components and a slight increase in a few components, few of these changes represent statistically significant differences.

3. In two areas, there was a statistically significant decrease in the percentage of teachers who were implementing the primary program in recommended ways. Fewer teachers were arranging the physical environment in flexible ways that enable children to work individually and in a variety of group sizes. Also fewer teachers showed evidence that they were providing for the continuous progress of students through the primary program.

4. There were two areas in which a significantly higher percentage of teachers were using recommended practices. They included communication with special area teachers to plan for the needs of students and the involvement of parents in the evaluation of their own children's progress.

5. As in 1994, teachers' progress toward implementation varied among the components of the primary program with some components being implemented by over half of the teachers and others still lacking in implementation.

   Half or more of the teachers were:

   a. Arranging the physical environment of the classroom in ways that facilitated the implementation of the primary program and filling their classrooms with a variety of instructional and print materials for children to use.

   b. Creating warm, supportive social environments in which positive discipline was used, children were actively involved in learning and allowed to talk and move

about as needed, and teachers interacted with students individually as well as in groups.

c. Planning instruction around Kentucky's Learning Goals and Academic Expectations.

d. Planning with other regular classroom teachers and with special area teachers.

e. Using qualitative methods for reporting student progress to parents, such as parent/teacher conferences and qualitative progress reports.

f. Communicating with parents about the primary program, helping parents learn to support their child's learning at home and getting parents involved in the classroom.

g. Using many of the recommended instructional practices in reading, writing, and mathematics.

Fewer than half of the teachers were:

h. Using the recommended instructional practices in teaching science and social studies and integrating the arts with other content areas.

i. Using flexible grouping and providing for the continuous progress of students.

j. Using a variety of instructional strategies in their teaching or allowing students to initiate instructional activities.

k. Using learning centers as an integral part of their ongoing instructional program.

l. Using broad based themes and units, but focusing instead on narrow topics.

6. Approximately half of the teachers were meeting the multi-age, multi-ability grouping requirement in ways that were originally recommended by the developers of the primary program guidelines; that is, by grouping children in self-contained dual-age and multi-age classrooms in which flexible grouping is used to meet the needs and interests of the children.

7. Approximately three fourths of the children remain with the same teacher or the same classroom family for two or more years. Teachers reported many social and academic advantages for keeping the same children for more than one year.

8. Schools were dealing with five-year-old inclusion in a variety of ways. Nearly half of the schools were including kindergartners with primary two students (first graders). Almost a fourth of the schools included kindergartners with two or more ages. Approximately 20% of the kindergartens were self-contained.

9. When schools included five-year-olds with other students, about half of them did so for the entire kindergarten session or for large blocks of time in which the fives participated in a variety of activities. The other half of the schools included fives with other age groups for short periods of time each day only for certain activities or on a regularly scheduled basis but only once a week or once a month for certain activities.

10. Almost all schools included special needs students in regular primary classrooms during all or most of the school day. In only 12 percent of the schools did special needs students spend most or all of their time in special education classes.

11. Teachers who were implementing the primary program with high fidelity differed most from teachers who were implementing the program with low fidelity in components of the program over which the individual teacher has control, especially in areas involving the use of a variety of instructional and assessment techniques that are designed to facilitate the continuous progress of students. On components affected by school wide policies, such as report cards, parent conferences, and parent involvement, the low fidelity implementors were rated more like the high fidelity implementors.

12. Teachers still reported a need for more planning time during the school day, especially common planning times with other team members, regular teachers, and special area teachers. Only 20 percent of the teachers have regularly scheduled individual and common planning time during the school day.

13. When asked to rate sources of support for implementation of the primary program, teachers rated internal sources of support higher than support from external sources. That is, they ranked support from their principals and from other classroom teachers higher than support from district personnel, universities, local cooperatives, the Kentucky Department of Education, and regional service centers.

Recommendations

1. A great deal of staff development is still needed to help primary teachers implement the primary program in recommended ways. It cannot be assumed that most teachers already have the knowledge of the instructional strategies and assessment techniques that they need to enable each child to make continuous progress in the classroom. Teachers especially need more staff development in using a variety of assessment and instructional techniques to ensure continuous progress and in using recommended instructional practices in the teaching of science and social studies.

2. Fewer than half of the teachers want to discontinue the multi-age requirement in the primary program. Thus, educators and policy makers need to continue to support teachers' efforts to implement the primary program rather than discontinue the program before teachers have had the time and training needed to implement the program in recommended ways.

3. Each elementary school should assess the variation in levels of implementation of primary program components among the teachers in that building and design strategies to support the development of key program components that are not being well implemented.

4. Each elementary school should examine its curriculum for alignment with Kentucky's Learning Goals and Academic Expectations. Professional development activities should focus on helping teachers design learning activities to support the attainment of the academic expectations for which schools are held accountable.

5. Each elementary school should plan for staff development that meets its needs, with special attention paid to the following key areas:

   a. Building teachers' knowledge of developmentally appropriate instructional and assessment strategies to monitor and facilitate students' continuous progress.

   b. Designing an instructional program that:

      - focuses on Kentucky's Academic Expectations.
      - uses broad-based themes and units.
      - uses a variety of learning centers.
      - increases the time and quality of science and social studies instruction.
      - integrates instruction in the arts.

6. Schools should arrange their schedules to provide teachers more time to plan with other regular classroom teachers and special area teachers.

7. Schools should develop more parent involvement programs that promote two-way communication between teachers and parents and that enhance family support of children's learning.

8. The Kentucky Department of Education in cooperation with local school districts should identify classrooms and teachers who are using the most promising practices related to the key components of the primary program and establish sites for other teachers to visit. Teachers with success in implementing the primary program should be utilized more effectively in professional development activities.

Suggestions for Further Research

Researchers need to conduct studies that:

1. Examine the relationship between level of implementation of various primary program components and student achievement.

2. Examine the effects of dual-age and multi-age grouping patterns on student achievement.

3. Examine the effects on five-year-olds of full inclusion in the primary program versus self-contained kindergarten placement.

4. Determine factors that contribute to high implementation in schools in which teachers are successfully implementing the primary program and determine factors that impede implementation in schools in which teachers are struggling with implementation.

THE IMPLEMENTATION OF KENTUCKY'S PRIMARY PROGRAM
1995
A PROGRESS REPORT

PURPOSE OF THE STUDY

Background of the Study

In June, 1990, the Kentucky legislature passed the Kentucky Education Reform Act (KERA) which mandated a complete restructuring of the Kentucky educational system in the areas of finance, governance, and curriculum. One of the most controversial mandates due to its immediate and wide ranging consequences has been the requirement for all of Kentucky's elementary schools to become non-graded, multi-age, multi-ability primary schools by the fall of 1993.

The intent of this mandate was to facilitate the continuous progress of children through a developmentally appropriate curriculum by establishing multi-age classrooms in which all children could proceed at their own rate. Thus, schools were required to reorganize their primary programs by replacing all single grade level kindergarten through grade three classrooms with classrooms containing some combination of ages and grade levels. The teachers and administrators in each school were allowed to decide which ages and grade levels would be combined and the manner in which the school would be organized to accommodate the multi-age classrooms.

During the spring of 1995, Kentucky was in its fifth year of educational reform and in the second year of the mandated full implementation of the primary program. Most schools did not wait to begin implementation but began their efforts to implement the primary program during the 1991-1992 and 1992-1993 school years; however, all schools were expected to have "fully implemented" the program by the 1993-1994 school year. The current study is the third annual study of primary program implementation. Previous statewide studies of implementation were conducted in the spring of 1993 and the spring of 1994.

Results of the 1993 Primary Progress Study

During Spring 1993, the Institute on Education Reform at the University of Kentucky coordinated a study of primary school implementation that was designed to provide a snapshot view of the manner in which schools were implementing the primary program mandate. In that study, 46 principals in a geographically stratified random sample of schools were asked to select the teacher who they thought had made the greatest progress toward

implementation of the primary program. Researchers observed in these teachers' classrooms to determine the manner in which they were implementing the primary program.

Results indicated that these more progressive teachers were successfully implementing some aspects of the primary program while having difficulty with the implementation of other aspects of the program. The teachers were doing a good job of creating a flexible physical learning environment and a positive social-emotional climate in their classrooms. In terms of developmentally appropriate instructional practices, many of the teachers were using several of the recommended practices in reading, writing, and mathematics, but there was little evidence of discovery science, inquiry based social studies, or the arts being taught or integrated into the curriculum. Teachers were struggling with the use of learning centers and thematic instruction and with the implementation of authentic assessment and continuous progress. Examples of parent involvement were limited and traditional (Bridge, Carney, Freeland, Hovda, Johnson, Kyle, Long, McIntyre, Oakes, Powell, Smith, Steffy, Tyson, Vance, Weaver, M. Willis, & V. Willis, 1994).

Results of the 1994 Primary Progress Study

During Spring 1994, the Institute on Education Reform at the University of Kentucky again coordinated a statewide study of primary program implementation with funding from the Kentucky Institute for Education Research. The purpose of the 1994 study was to gather information that would provide follow up data one year later regarding the extent and nature of primary school implementation in the elementary schools in Kentucky. During April and May, 1994, trained observers visited in randomly selected schools throughout Kentucky to gather this information through interviews, observations, and surveys.

Results revealed patterns of implementation similar to those found in the 1993 study (Bridge, 1994). However, it is important to remember that the methodology of the 1993 and 1994 studies differed in two major ways. First, the sample of teachers was chosen differently. In 1993 principals in a geographically stratified random sample of 46 primary schools were asked to select the teacher he or she thought had made the most progress toward implementation of the primary program. In the 1994 study, a random sample of four teachers was taken in 24 schools in a geographically stratified random sample throughout the state. Thus, the more progressive teachers, based on principal judgement, in the 1993 study were compared to a random sample of teachers in the 1994 study.

The second difference lay in the refinement of the observation instrument used in the studies. In 1993, the components of the primary program were listed along with brief descriptive phrases and observers were asked to take extensive notes regarding the components and subsequently rate the teachers on the degree to which they had implemented that component of the primary program on a scale of 1 to 4 with four denoting high fidelity implementation.

In 1994 the possible variations of these same components were described in greater detail and observers were asked to select the description that best described the manner in which the component was being implemented in that classroom. The variations were labeled a, b, c, and d with the letter a representing the recommended best practices for high fidelity implementation of that component. For purposes of analysis, the a, b, c, and d were coded as 4, 3, 2, and 1. Means and percentages were computed to describe the patterns of implementation for each component.

Recognizing the limitations imposed by these two differences in methodology and by the categorical nature of the variables, it is interesting to compare the patterns of implementation of the two groups of teachers on the various components.

In both 1993 and 1994, the nature and quality of implementation varied from teacher to teacher. Such variations occurred even among teachers within the same school. Individual teachers also varied within their own classrooms in that they were implementing some components to a higher degree than others.

Even so, similar patterns of implementation emerged, in that the 1994 random sample of teachers ranked high in the same areas in which the 1993 progressive teachers received high rankings and ranked low in the same areas that had been ranked low in 1993.

Overall, however, it is not surprising that the random sample of teachers in 1994 received slightly lower rankings on most of the components than did the 1993 progressive teachers who were selected by principals because they had made the most progress toward implementation. Exceptions to that pattern occurred in qualitative reporting to parents, professional teamwork, and parent involvement. It is interesting to note that these components were often affected by schoolwide practices for which the individual teachers did not have complete responsibility, such as school wide scheduling to permit joint planning, the development of a qualitative report card for the total school, and the scheduling of parent conferences.

On the other hand, in areas in which responsibility rested with the individual teacher, such as components related to classroom instruction and classroom assessment practices, the progressive teachers almost always received higher ratings. They were judged to do better at establishing an appropriate physical environment, creating a positive social emotional environment, using developmentally appropriate instructional practices, and conducting frequent authentic assessments.

Purposes of the 1995 Study

The overall objective of the 1995 study was to gather information that would provide third year follow up data regarding the nature and extent of primary program implementation

in Kentucky's elementary schools. More specifically, the purposes of the research included the following objectives:

1. To determine the status of implementation of the primary program in a random sample of classrooms in 24 primary schools geographically distributed throughout Kentucky.

2. To determine the patterns of implementation of the components of the primary program by teachers in these 24 schools.

3. To determine the differences in patterns of implementation between the teachers who were implementing the primary program with high fidelity and those teachers who were implementing with low fidelity.

4. To compare the nature and extent of implementation between the spring of 1994 and the spring of 1995.

5. To determine teachers' perceptions of the levels of support they have received for implementation of the primary program and their attitudes toward various aspects of the primary program.

DATA COLLECTION PROCEDURES

Sample

Observations were collected in a geographically stratified random sample of 24 primary schools in the eight regional service center areas in the state. Four primary teachers were randomly selected for observation in each school. Schools that had been included in the previous two years' studies were deleted from the list prior to the random selection of schools for the current study. Six schools that were selected for the study refused to participate; thus, it was necessary to select randomly another school from the same geographic region.

Letters were sent in advance to the principals in each of the schools explaining the nature of the study and soliciting their participation in the study. They were asked to have a list of their primary teachers ready so that the observers could randomly select four teachers to observe at the time of their arrival. The researchers called the schools in advance to schedule the date of the observations, so that the principal could inform all of the primary teachers in the school that they might be observed on the scheduled date, although they did not know specifically which teachers would be observed until the day of the observations. In a few schools, some of the teachers refused to participate so the selection of teachers was not totally random.

Observers

Most of the observers were university professors or advanced graduate students in the areas of primary and literacy education. The rest of the observers were public school supervisors and administrators who work with the primary program in their districts. No observers conducted observations in a school in the system in which they were employed. All observers were highly familiar with the mandated requirements of the primary program. Nine of the observers had served as observers for all three years of the primary implementation studies and thus were highly familiar with the observation instrument and had been involved in the development and refinement of the instrument during the last three years. Nine others had served as observers for two years. They, too, had provided feedback regarding needed refinements in the configuration map after their 1994 observations. Twelve observers were conducting observations for the first time.

Both experienced observers and new observers attended training that consisted of a half day session in which they participated with the principal investigator and/or her assistants in a discussion of the various components on the observation map. They then observed a video tape of a primary classroom and marked the variation on the observation map that they felt best described the manner in which the teacher in the classroom was implementing that component of the primary program.

Observers were instructed to make a decision even when parts of more than one of the descriptions of variations could apply. They were to choose the description that was most applicable and to write comments explaining if and why they had difficulty making a choice on some components.

The observers then submitted their ratings for a reliability check to determine the percentage of agreement with the ratings that had been previously established by the principal investigator and her assistants. The protocols were then returned to the observers so that they could discover the components that they had rated differently from the principal investigator. Then both the trainers and trainees explained the reasons for their decisions. When disagreements occurred, they were discussed at length until all observers arrived at consensus on the criteria for the decision.

The percentage of agreement was computed by dividing the number of agreements by the total number of items. Since the component configuration map was divided into high fidelity variations of components (a and b) and low fidelity variations (c and d), agreement was judged to be acceptable when the observers' ratings fell into the same high fidelity (a or b) or low fidelity (c or d) category as the researchers. Using this criteria for determining agreement, an 89.5% level of interrater agreement was achieved. The range was between 77 and 100% agreement, with 19 of the 30 observers scoring 90% or above reliability, eight scoring 80 to 89%, and 3 scoring 77 to 79%.

Development of the Configuration Map

The configuration map was a refinement of the observation instrument used in the Spring, 1993 study of Kentucky's primary program (Bridge, et al., 1994) with further refinement following the 1994 data collection (Bridge, 1994). These refinements primarily represented attempts to clarify the descriptions of the variations in response to feedback from the observers in 1994 regarding items that they had difficulty rating. A few new items were added to the configuration map in 1995 to enable the observers to describe with greater specificity the multi-age, multi-ability grouping patterns, the nature of five-year-old inclusion, and the inclusion of special needs students.

The original instrument focused on the seven critical attributes of the primary program which were defined by KDE (1991) as follows:

1. Developmentally appropriate educational practices.
2. Multi-age and multi-ability classrooms.
3. Continuous progress.
4. Authentic assessment.
5. Qualitative reporting methods.
6. Professional teamwork.
7. Positive parent involvement.

Developmentally Appropriate Practices. Developmentally appropriate practices means providing curriculum and instruction that addresses the physical, social, intellectual, emotional, and aesthetic/artistic needs of young learners and allows them to progress through an integrated curriculum at their own rate and pace.

Multi-age and Multi-Ability Classrooms. Multi-age and multi-ability classrooms means the flexible grouping and regrouping of children of different ages, sex, and abilities who may be assigned to the same teacher(s) for more than one year.

Continuous Progress. Continuous progress means that students will progress through the primary school program at their own rate without comparisons to the rates of others or consideration of the number of years in school. Retention and promotion within the primary school program are not compatible with continuous progress.

Authentic Assessment. Authentic assessment means assessment that occurs continually in the context of the learning environment and reflects actual learning experiences that can be documented through observation, anecdotal records, journals, logs, work samples, conferences, and other methods.

Qualitative Reporting. Qualitative reporting means that children's progress is communicated to families through various home-school methods of communication which focus on the growth and development of the whole child.

Professional Teamwork. Professional teamwork refers to all professional staff including primary teachers, administrators, special education teachers, teacher assistant/aides, itinerant teachers, and support personnel who communicate and plan on a regular basis to meet the needs of groups as well as individual children.

Positive Parent Involvement. Parent involvement means relationships between school and home, individuals, or groups that enhance communication, promote understanding, and increase opportunities for children to experience success.

During Spring 1992, the Early Childhood Division of KDE asked all primary schools to develop a Primary Program Action Plan to explain how the faculty planned to implement the seven critical attributes of the primary program. On the Action Plan form, these attributes had been organized around four major categories: learning environment, developmentally appropriate practices, assessment, and educational partnerships. Under each of these categories, several aspects of the category were listed to guide primary faculty as to the areas that needed to be addressed in the Primary Action Plan.

During Summer 1992, the Early Childhood Division staff, the primary consultants from the Regional Services Centers, and university faculty met to identify indicators that these aspects of the primary program had been addressed in the action plans. The KDE staff and primary consultants then developed a Primary Program Action Plan Review Form on which they recorded their evaluative comments of each school's action plan. Using the list of indicators, the consultants noted strengths in the plans and areas in which amendments were required to bring the plans into compliance with KDE recommendations. These evaluations forms were then returned to the school.

The majority of the components on the Primary Program Configuration Map correspond to the categories and indicators on the Primary Action Plan Review Form. In the development of the map, researchers also referred to the KDE documents entitled State Regulations and Recommended Best Practices for Kentucky's Primary Program, Integrated Professional Development Series: Primary, and Primary Thoughts: Implementing Kentucky's Primary Program. The map was reviewed and revised in light of comments from the university professors, school administrators, and advanced graduate students who served as observers in the primary progress studies in 1993 and 1994.

The attributes were subsequently grouped into four major categories: learning environment, developmentally appropriate practices, authentic assessment, and educational partnerships.

The original observation instrument was an open ended protocol with room for extensive observer notes. After the observations were completed, observers were asked to rate the various components of the primary classroom on a scale of 1 to 4, with 1 indicating that the observer saw "no evidence" of implementation, 2 indicating "little evidence," 3 "moderate evidence," and 4 "extensive evidence."

For the purposes of the 1994 study, the observation instrument was revised in accordance with Hall and Hord's (1987) concept of an innovation configuration map (See Appendix A for Configuration Map for Primary School Observations). The purpose of an innovation configuration map is to define the major components of an innovation and the variations that occur in the implementation of the innovation. In this case, the primary school program was considered to be the innovation and the various aspects of the program were considered to be the components. The ways in which teachers were implementing each component were considered to be the variations. Descriptions of variations were developed for the following categories:

I. LEARNING ENVIRONMENT
   A. Physical Environment
      1. Flexible Layout
      2. Learning Centers
      3. Print Rich Environment
      4. Display of Student Work
      5. Variety of Instructional Materials
   B. Social Emotional Environment
      1. Purposeful Movement
      2. Active Engagement
      3. Student Talk
      4. Teacher/Student Interaction
      5. Positive Discipline

II. DEVELOPMENTALLY APPROPRIATE PRACTICES
   A. Integrated Instructional Practices
      1. Kentucky's Learning Goals
      2. Flexible Scheduling
      3. Broad Based Themes and Units
      4. Authentic Problems/Questions
      5. Levels of Questioning
      6. Meaning Centered Reading
      7. Meaning Centered Writing
      8. Problem Solving Mathematics
      9. Discovery Science
      10. Inquiry-Oriented Social Studies
      11. Other Content Areas
   B. Varied Instructional Strategies
      1. Balanced Instructional Delivery
      2. Balance of Student/Teacher Initiation
      3. Active Child Involvement
      4. Flexible Grouping
      5. Continuous Progress

III. ASSESSMENT
- A. Continuity and Frequency
- B. Authenticity
- C. Variety of Methods
- D. Student Self-Evaluation
- E. Evaluation of All Areas of Growth
- F. Qualitative Reporting
  1. Parent Conferences
  2. Descriptive Progress Reports

IV. EDUCATIONAL PARTNERSHIPS
- A. Professional Teamwork
  1. Teaming with Regular Teachers
  2. Planning with Regular Teachers
  3. With Special Teachers
  4. Planning Time
  5. Level of Collaboration
- B. Parent Involvement
  1. In Classrooms
  2. In Policy Making
  3. In Student Evaluation
  4. In Supporting Learning
  5. Communication between Teachers and Parents

V. MULTI-AGE/MULTI-ABILITY GROUPING PATTERNS
- A. Classroom Patterns
  1. Age levels in classrooms
  2. Years with the same teacher
- B. School-Wide Patterns
  1. Five year old inclusion: Type of group
  2. Five year old inclusion: Type of activity
  3. Inclusion of special needs students

Section V, Multi-Age, Multi-Ability Grouping Patterns, was added before the 1995 data collection. As previously mentioned, this section enabled a more systematic description of information regarding the ways in which schools were grouping children of various ages and abilities and including five-year-olds and special needs children in the primary classrooms.

Teacher and Principal Interviews

In addition to conducting the observations, the researchers also interviewed the teachers and the principal in each school to find out more information about the components on the configuration map that are difficult to determine through classroom observation, such as grouping and teaming patterns and schoolwide schedules. Open-ended interview questions also focused on the teachers' attitudes and perceptions regarding various components of the primary program (See Appendices B and C). Teachers were asked about changes in their instructional practices, their use and training in Different Ways of Knowing (DWOK) and the Kentucky Early Learning Profile (KELP), the role of the school based decision making council (SBDM) in their building, and the nature of their referrals to the Family Resource Youth Service Centers (FYSRSC's). Perhaps the most interesting question related to the aspects of the primary program they would continue or discontinue if the program became optional.

Teacher Survey

Teachers also filled out a survey regarding their judgement of the amount of professional support they had received from various sources as they attempted to implement the primary program (See Appendix D for Teacher Survey). The survey items asked the teachers to rate the amount of support on a scale of one to four, with one being "none," two being "limited," three being "adequate," and four being "extensive." The teacher survey instrument used in this study was the same as that used in 1993 and 1994 to collect professional support data.

RESULTS OF THE OBSERVATIONS, INTERVIEWS AND SURVEYS

A Typical Pattern of Primary School Implementation

When reporting the results of the 1994 study, a description of a teacher in a typical primary classroom was developed. This description was a composite picture and did not reflect precisely any one single classroom, nor were any two classrooms exactly alike in the way in which the teachers were implementing the primary program. The patterns of implementation in 1995 are so similar to the patterns revealed in 1994 that the description of the typical primary classroom remains essentially unchanged.

Although the means for many of the components have dropped slightly (.1 to .2 of a point in many cases), the changes are so slight that they probably do not reflect any meaningful differences in level of implementation. Nevertheless, the fact that there have not been increases in implementation in most areas is a matter of concern. The most disturbing drops were in the teaching of science (.3) and social studies (.6).

In only two areas, professional teamwork and parent involvement, did the means increase slightly for almost all components, but again the differences were so slight (.1 to .3) that they probably do not represent real changes. It might appear that there is a trend for teachers to plan more with special area teachers and to have more regularly scheduled planning time. The typical teacher may be involving parents more frequently and in more different ways than in previous years of the study. Although there may be cause for optimism in these areas, the small increases in the means and the nature of the data necessitate caution in interpretation.

Context. The typical primary teacher in Kentucky teaches in a building in which children are grouped in dual age classrooms, not in the multi-age classrooms recommended by the developers of the primary program recommendations. Many of the teachers in the building would prefer to discontinue the multi-age/dual-age component of the primary program as they believe that it increases the diversity of instructional needs in their classrooms and thus makes it more difficult for them to meet this wide variety of instructional needs.

They question the practice of including five-year-olds in the primary program, especially since the kindergartners attend only half day sessions, thus making it difficult to schedule kindergartners' involvement in whole day primary classrooms. When five-year-olds are included in the primary program, it is on an infrequent basis, usually for short periods of time, perhaps for buddy reading or calendar time. Special needs students are included in the classroom on a full time basis and participate in all activities when possible.

Physical Environment. In this hypothetical typical classroom, the teacher has arranged the physical environment so as to accommodate a variety of activities and group sizes. The furniture is flexible and can be rearranged when students need to work individually or in small or large groups. This teacher has accumulated a variety of instructional materials that provide students with "hands-on" learning experiences and opportunities to explore new concepts. The classroom has a print rich environment in which many types of print materials are readily available. However, few examples of student generated print, art products, or other projects are displayed in the classroom. Most of the print has been commercially prepared or teacher produced. The teacher has a few permanent and temporary learning centers, but the activities in the centers do not always appear to be an integral part of the ongoing instructional program nor are the activities open-ended or adapted to a variety of student levels, interests, and needs.

Social Emotional Environment. The social emotional environment in the typical classroom is generally positive and characterized by mutual respect and expectations for student self discipline. Students are allowed to move quietly about the room as needed and to talk quietly to one another about the tasks at hand. The teacher interacts with individuals and small groups of students as well as with the whole group. For the most part, students are actively engaged in learning activities; however, students have few opportunities to initiate

learning activities themselves. The teacher maintains a high level of control over student movement, student talk, and the learning activities in which students are involved.

Integrated Instruction. The teacher in the typical classroom is struggling to develop an integrated curriculum. However, the need to begin curricular planning with Kentucky's Learning Goals and Academic Expectations confronts her with new challenges. Although most of the learning activities in her classroom do contribute to student achievement of the Expectations, she does not always make a conscious effort to focus instruction on the Goals and Expectations. The teacher uses some thematic instruction; however, the topics of the themes are generally narrow (e.g. whales, dinosaurs, and Egypt) and do not focus on the broad based themes (e.g. patterns, movement, and change) identified in the Academic Expectations. The classroom schedule provides for large blocks of time within which the teacher can flexibly designate periods of time needed to accomplish the learning activities for the day.

As in traditional classrooms, most of the instructional time is spent on reading, writing, and mathematics. The teacher devotes little time to science and social studies instruction and only occasionally integrates the arts, practical living, and physical education into the curriculum. The teacher has adopted many of the practices recommended by whole language advocates. The children read not only in their basal reading anthologies but also read many children's tradebooks; they write frequently in their journals and keep an ongoing folder of their writings. Students are reading and writing about informational topics as well as fiction. The teacher uses a process approach to writing instruction and confers with the children about their writing so that students understand that writing involves successive revisions and editing. In mathematics, the teacher occasionally provides students with opportunities to go beyond textbook exercises by focusing on meaningful problems and using manipulatives to discover mathematical concepts. During science instruction, the teacher rarely uses an investigative approach in which students conduct experiments, observe scientific processes, and record and analyze their observations.

Varied Instructional Strategies. The teacher usually facilitates the continuous progress of students by providing them with materials and activities that are appropriate to their level and that enable them to move at their own pace. She sometimes uses flexible grouping, bringing students together for instruction based on learning needs and interests. The teacher sometimes varies her methods of instructional organization, using cooperative learning as well as direct instruction and independent activities. However, students' varied learning styles and multiple intelligences are not often recognized or encouraged. The teacher usually involves students actively in instruction, but the learning activities themselves are initiated almost solely by the teacher, as students rarely have a chance to initiate an activity that arises from their own interests and experiences.

Ongoing Authentic Assessment. The teacher is beginning to use more frequent and varied authentic assessment methods in that she frequently conducts observations and assessments within the context of instruction. The focus of assessment is on what the

children know and can do with what they know and on the ways in which they learn. The teacher attempts to document the children's growth in all areas of development (cognitive, social, physical, and aesthetic). However, she rarely involves the children in the evaluation of their own learning. She reports that the new assessment methods were time consuming and confusing at first; however, now she is starting to feel more comfortable and confident in their use.

When reporting to parents, the teacher uses a progress report which lists the types of learning outcomes that students are expected to accomplish and indicates the progress the child is making toward achieving those outcomes. No letter grades are given and the teacher supplements the checklist with written narrative comments explaining the children's progress. The teacher is available for parent teacher conferences when either she or the parents feel that a conference is needed. She reports that several parents complained about the new qualitative report cards because they felt that letter grades gave them more information about whether their child was progressing at the expected rate.

Professional Teamwork. The teacher collaborates with other regular classroom teachers on an occasional basis; however, she rarely, if ever, plans with special area teachers (e.g. physical education, music, art, library, and special education). She reports that she has an individual planning period, but that there is not a regularly scheduled planning time for teachers to plan together during the school day. Thus, the occasional joint planning she does with her fellow teachers occurs before or after school. She enjoys the collaboration with her colleagues and says that the opportunity to exchange ideas with her peers is one of the best parts of the new primary program. However, she says that she needs a regularly scheduled time within the school day to conduct collaborative planning.

Parent Involvement. The teacher is making more efforts to increase parent involvement. She communicates with parents on a frequent basis often in the form of newsletters and parent meetings. Sometimes notes and telephone calls are exchanged with parents and conferences are scheduled on an as needed basis. The teacher is trying to get more parents involved in the classroom and occasionally asks them to participate in evaluating their own children's progress.

Support for Implementation. The teacher in the typical classroom feels that she has received a high level of support for implementation of the primary program from her principal and from the other teachers in her school. However, she feels that she has received limited support from local district personnel, KDE, the regional service centers, the cooperatives, the universities, and from parents. She laments that "we have been asked to do too much, too soon, without enough time to plan or adequate support for implementation."

Patterns of Implementation of Program Components Based on the Configuration Map

The results for the observational component of the study will be organized around the five major areas of the Innovation Component Configuration Map for Primary Programs: learning environment, developmentally appropriate practices, assessment, educational partnerships, and multi-age/multi-ability grouping patterns. These results are presented in the following Table 1 to 5. Table 1, Learning Environment includes two sections: Physical Environment and Social Emotional Environment. Table 2, Developmentally Appropriate Practices also has two sections: Integrated Instruction and Varied Instructional Strategies. Table 3, Assessment, addresses Ongoing Authentic Assessment. Table 4, Educational Partnerships, is presented in two sections: Professional Teamwork and Parent Involvement. Table 5 presents Multi-Age/Multi-Ability Grouping Patterns in two sections: Classroom Patterns and Schoolwide Patterns.

The researchers determined that teachers who were rated in Variations A and B which are left of the dotted line in Table 1 to 4 were teachers who were implementing the primary program components with high fidelity; whereas, teachers who were rated in Variations C and D were judged to be implementing the program components with low fidelity. In Table 5, the variations describe different grouping patterns. Although A and B variations may be recommended, the other variations may also be considered acceptable, just different.

The percentages of teachers who were using high fidelity implementations in 1994 and 1995 are presented in Table 6.

Analysis of Differences in Implementation in 1994 and 1995

The differences in the percentages of teachers who were implementing the program with high and low fidelity were analyzed using Chi-Square Analyses to determine whether or not the differences were statistically significant. In only four of the components were the differences significant at the $p<.05$ level; the decline in the other component approached significance. In two components a significantly lower percentage of teachers were judged to be implementing the primary program with high fidelity: Flexible Layout and Continuous Progress. The decline in one other component, Flexible Grouping, approached significance ($p<.056$). In two other areas, a significantly higher percentage of teachers were judged to be implementing the component with high fidelity: Communication with Special Area Teachers and Parent Involvement in Student Evaluation.

The levels of implementation of the various components will be discussed in more detail in the following sections.

TABLE 1

Percent of Teachers Judged to be Implementing Program Components at Different Levels for the Learning Environment

Part 1. Physical Environment

Flexible layout			
A Arrangement enables variety of activities and group sizes.	B Arrangement enables some variety of activities and group sizes.	C Arrangement enables traditional activities and group sizes.	D Arrangement enables no variety of activities and group sizes.
46%	33%	17%	4%
Learning centers			
A Variety of centers which support instruction and meet individual needs.	B A few centers which support instruction and meet individual needs .	C One or two centers not closely related to instruction.	D No centers.
11%	36%	42%	11%
Print rich environment			
A Wide variety of books and print.	B Several types of books and print.	C Limited selection of books and print.	D Primarily textbooks.
24%	51%	23%	2%
Student work displayed			
A Variety of student work displayed.	B Some display of student work.	C Limited display of student work.	D No display of student work.
14%	23%	46%	17%
Variety of materials			
A Frequent use of "hands-on" materials.	B Occasional use of "hands-on" materials.	C Limited use of "hands-on" materials.	D No use of "hands-on" materials.
14%	45%	35%	6%

TABLE 1 (cont.)

Percent of Teachers Judged to be Implementing Program Components at Different Levels for the Learning Environment

Part 2. Social Emotional Environment

Purposeful movement A Balance of student-initiated and teacher-initiated movement. 14%	B Some student-initiated movement but primarily teacher directed. 39%	C Very little student-initiated movement. Most teacher-initiated. 39%	D No evidence of student-initiated movement. 8%
Active engagement A Students actively engaged. Minimum teacher lecture. 15%	B Students actively engaged. Combination teacher lecture/student discussion. 47%	C Few opportunities for active student engagement. Emphasis on teacher lecture. 28%	D No indication of active student engagement. 10%
Student talk A Balance of student-initiated and teacher-initiated talk. Student interaction. 24%	B Some indication of teacher and student initiated talk. Some opportunity for student interaction. 51%	C Very little opportunity for student initiated talk and interaction. 16%	D No opportunity for student initiated talk or interaction. 9%
Student teacher interaction A Most interaction with individuals and small groups. 23%	B Some interaction individual and small group. Predominantly large group. 60%	C Little interaction individual and small group. Primarily large group. 13%	D Exclusively interaction in large group. 4%
Positive discipline A Supportive, mutual respect. Student involvement in setting standards. 29%	B Generally supportive, teacher frequently praises and rewards. 58%	C Teacher rarely praises or rewards. 12%	D Teacher comments negative and punitive. 1%

TABLE 2

Percent of Teachers Judged to be Implementing Program Components at Different Levels for the Developmentally Appropriate Practices

Part 1. Integrated Instruction

	A	B	C	D
Kentucky's Learning Goals	All activities evolve directly from goals.	Most activities evolve from goals.	Activities not closely related to goals.	Activities not related to goals.
	10%	45%	39%	6%
Flexible scheduling	Schedule changes to meet student needs. Integrated themes are used.	Large blocks of time for themes. Some time for individual content areas.	Traditional schedule with separate times for content. Teacher can alter schedule.	Set schedule for content areas. Teacher cannot alter schedule.
	2%	50%	36%	12%
Broad based themes/units	Units planned around broad based themes and core concepts. Content areas integrated.	Thematic teaching part of day. Separate instruction in major content areas.	Theme topics narrow. Most of instruction in separate content areas.	No themes observed. Instruction in separate content areas.
	5%	38%	49%	8%
Authentic problems/questions	Students solving real-life problems.	Occasional problem solving; problems may be contrived.	Little evidence of problem solving.	There is no evidence of problem solving.
	8%	43%	28%	21%
Levels of questioning	All levels of questions are used.	There is some evidence of difference levels of questions being asked.	There is little evidence of varied levels of questioning. Teacher primarily asks short recall questions.	There is no evidence of varied levels of questions.
	26%	28%	36%	10%
Meaning centered reading	Children read frequently in a variety of materials for meaningful purposes. Instruction focuses on comprehension and skills in context.	Basal reading series or other commercial program used primarily. Skills sometimes taught in context, frequent emphasis on comprehension.	Basal texts and commercial programs used only. Skills frequently taught separately, emphasis on low level skills.	Skills not taught in context, meaning centered reading not promoted.
	23%	45%	27%	5%

Meaning centered writing A Instruction focuses on the writing process, skills in context, and writing across the curriculum. 12%	B Occasionally instruction focuses on the writing process, skills in context, and writing across the curriculum. 51%	C Rarely instruction focuses on the writing process, skills in context, and writing across the curriculum. 27%	D Writing process not promoted, skills taught in isolation, limited opportunities for student writing. 10%
Problem solving mathematics A Tasks engage students' interest, intellect. Manipulatives, technology, other tools are used in investigations. 25%	B Combination of textbook exercises and tasks engage students' interest, intellect. Some use of manipulatives. 35%	C Tasks limited primarily to textbook exercises. Paper, pencil tasks on computation skills rather then manipulatives for investigation. 30%	D Tasks limited to textbook exercises. No use of manipulatives. 10%
Discovery science A Investigative approach used. Hands-on, minds-on experiences, interpretive discussion. 19%	B Sometimes investigative approach used. Frequent use of textbook as primary data source. 26%	C Rarely investigative approach used. Textbook sole source of instruction. 9%	D No science instruction observed. 47%
Inquiry based social studies A Student investigation emphasized. Multiple sources, hands-on activities, meaningful experiences used. 5%	B Occasional student investigation. Some use of multiple sources, hands-on activities, meaningful experiences. 27%	C Rare student investigation. Few opportunities for hands-on activities, meaningful experiences. 17%	D No social studies instruction observed. 50%
Other subject areas A Arts are integrated in content areas. 5%	B Several arts are integrated in content areas. 25%	C Little indication of arts integration in content areas. 40%	D No evidence of integration of arts. 29%

TABLE 2 (cont.)

Percent of Teachers Judged to be Implementing Program Components at Different Levels for the Developmentally Appropriate Practices

Part 2. Varied Instructional Strategies

Varied instruction A Instructional techniques vary to meet students' learning styles. 13%	B Occasionally instructional techniques vary to meet students' learning styles. 34%	C Rarely instructional techniques vary to meet students' learning styles. 41%	D Instruction is not varied. 12%
Student/Teacher initiation A Extensive evidence of both student and teacher initiated activities. 4%	B Extensive evidence of teacher initiated activities, some student initiated. 25%	C Few student initiated activities. 54%	D No student initiated activities. 16%
Active child involvement A Students actively involved in hands-on activities. Students move freely in classroom. 13%	B Students occasionally involved in hands-on activities. Students move freely in classroom at certain times. 44%	C Students rarely involved in hands-on activities. Students rarely move about classroom unless teacher directed. 27%	D Students not involved in hands-on activities. All student movement teacher directed. 16%
Flexible grouping A Teacher groups students flexibly according to needs and interests. 14%	B Some evidence teacher groups students flexibly according to needs and interests. 38%	C Little evidence teacher groups students flexibly; fixed ability groups. 36%	D No indication of flexible groupings. 12%
Continuous progress A Teacher supports continuous progress. Enables all students to move at own pace and learning level. 11%	B Teacher usually supports continuous progress. Usually enables all students to move at own pace and learning level. 28%	C Materials and activities same for all students with little adaptation to individuals. 49%	D All students proceed at same pace through same materials. 12%

TABLE 3

Percent of Teachers Judged to be Implementing Program Components at Different Levels for Assessment

Continuity and frequency A Continuous/frequent assessment occurs. 21%	B Assessment occurs sporadically. 39%	C Infrequent assessment. 29%	D No indication of continuous or frequent assessment. 11%
Authenticity A Assessment in context, reflects actual learning experiences, performance based. 22%	B Assessment in context, occasionally reflects actual learning experiences. 35%	C Little indication of assessment in context or reflecting actual learning experiences. 29%	D No assessment during instruction. 14%
Variety of methods A Use of multiple assessment measures. Uses performance based tasks. 19%	B A few types of assessment measures used. Some evidence of performance based tasks. 41%	C Little indication of multiple measures. Students not involved in performance tasks. 33%	D No evidence of a variety of assessment measures. Tasks primarily paper and pencil. 8%
Student self-evaluation A Students given opportunity to reflect, evaluate own work. 10%	B Students occasionally evaluate own work. 27%	C Students rarely evaluate own work. 42%	D No student self-evaluation. 21%
Evaluation of all areas A Teacher evaluates social, emotional, physical, aesthetic, and cognitive growth. 27%	B Teacher focuses on cognitive and academic growth. Little attention to other areas. 46%	C Teacher focuses on cognitive and academic growth. No attention to other areas. 22%	D No evidence of evaluation of any area. 5%
Qualitative Reporting: Conferences A Regularly scheduled parent/teacher conferences. 33%	B Parent/teacher conferences scheduled as needed or requested. 50%	C Parent/teacher conferences scheduled for severe problems. 15%	D No indication of parent/teacher conferences. 2%
Qualitative Reporting: Progress reports A Descriptive, narrative progress reports. 21%	B Descriptive checklist. 53%	C Reports not descriptive or narrative. 21%	D Letter grades only. 5%

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TABLE 4

Percent of Teachers Judged to be Implementing Program Components at Different Levels for Educational Partnerships

Part 1. Professional Teamwork

Teaming with regular teachers A Teacher uses a variety of co-instructional strategies such as team teaching, collaborative teaching, and/or peer coaching. 12%	B There is some evidence of team teaching, collaborative teaching, and/or peer coaching. 34%	C There is little evidence of team teaching, collaborative teaching, and/or peer coaching. 25%	D There is no evidence of team teaching, collaborative teaching, and/or peer conferencing. 29%
Planning with regular teachers A Teacher frequently (at least once a week) plans and shares materials or ideas with other teachers on the team. 39%	B Teacher occasionally (at least once a month) plans and shares materials or ideas with other teachers on the team. 32%	C The teacher rarely plans and shares materials 20%	D There is no indication that the teacher plans or shares with other teachers. 10%
With special teachers A Regularly communicates and plans with special teachers. 10%	B Frequently communicates and plans with special teachers. 44%	C Rarely communicates and plans with special teachers. 25%	D Does not communicate and plan with special teachers. 21%
Planning time A Has regularly scheduled individual and common planning time during school day. 20%	B Has regularly scheduled individual and common planning time, most outside school day. 39%	C Has regularly scheduled individual planning time. No common planning time scheduled. 30%	D No scheduled planning times. 11%
Level of collaboration A Collaborates with team and special area teachers. 12%	B Occasionally collaborates with team and special teachers. 51%	C Rarely collaborates with team and special teachers. 27%	D Does not collaborate. 10%

TABLE 4 (cont.)

Percent of Teachers Judged to be Implementing Program Components at Different Levels for Educational Partnerships

Part 2. Parent Involvement

In classrooms			
A Parents involved frequently in classroom. 8%	B Parents involved occasionally in classroom. 42%	C Parents involved rarely in classroom. 39%	D Parents not involved in classroom. 11%
In policy making			
A Parents involved in policy decisions at classroom level and SBDM. 5%	B Parents involved in policy decisions at SBDM. 45%	C Parents rarely involved in any policy decisions. 21%	D Parents not involved in policy decisions. 29%
In student evaluation			
A Parent/teacher collaboration on evaluation of child. 10%	B Teacher occasionally involves parent in evaluation of child. 25%	C Little indication of parent involvement in evaluation of child. 26%	D No parent involvement in evaluation of child. 39%
In supporting learning			
A Parents are helped to support child's learning. 19%	B Parents are occasionally helped to support child's learning. 48%	C Parents are rarely helped to support child's learning. 22%	D No indication of help for parents. 11%
Communication			
A Frequent two-way communication between teacher and parents. 22%	B Frequent one-way communication from teacher to parent. 62%	C Occasional one-way communication from teacher to parents. 12%	D No communication except through report cards. 4%

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TABLE 5

Multi-Age/Multi-Ability Grouping Patterns

Part 1. Classroom Patterns

Age levels in classrooms				
A Includes three or more traditional grade levels for entire school day. Teacher uses flexible grouping to address children's needs and interests.	B Includes two traditional grade levels for entire school day. Teacher uses flexible grouping to address children's needs and interests.	C Includes two or more traditional grade levels. Most grouping is done by age or ability level with few provisions for flexible grouping.	D Includes two or more traditional grade levels. Children leave the classroom part of the day for ability- or age-group instruction or for instruction in a particular subject.	E Other.
10%	41%	7%	27%	15%
Years with the same teacher				
A Children remain with same teacher two or more years as determined by the needs of the children.	B Children remain within the same family throughout primary and may have same teacher for two or more years.	C Children are randomly assigned to teachers each year and may have same teacher two or more years.	D Children do not remain with the same teacher for more than one year.	E Other.
42%	29%	23%	5%	0%

TABLE 5 (cont.)

Multi-Age/Multi-Ability Grouping Patterns

Part 2. School-Wide Patterns

Five year old inclusion: Type of group				
A Five year olds are included in multi-age groups with at least three traditional grade levels. 8%	B Five year olds are included in dual-age groups with at least two traditional grade levels. 21%	C Five year olds are included in dual-age groups with one other traditional grade level. 38%	D Other. 33%	
Five year old inclusion: Type of activities				
A Five year olds are included daily for the total time they attend school and are involved in a variety of activities with children of other ages. 35%	B Five year olds are included daily for large blocks of time and are involved in a variety of activities with children of other ages. 9%	C Five year olds are included daily for short periods of time and for certain activities only. 19%	D Five year olds are included at regularly scheduled intervals ranging from once a week to once a month for certain activities only. 23%	E Other. 14%
Inclusion of special needs students				
A Special needs students are included for the entire day and interact with other children in the class. 38%	B Special students leave the classroom part of the day for special instruction. There is little opportunity for them to interact with other children. 50%	C Special students spend most of the day in special classes. 5%	D Special students spend all day in special classes. 7%	

TABLE 6
Comparison of the Percentage of Teachers Implementing the Primary Program with High Fidelity in the 1994 and 1995 Studies

	Percentage• of Teachers Implementing with High Fidelity	
	1994	1995
Physical Environment		
Flexible layout	*90	78
Learning centers	49	47
Print rich environment	70	75
Student work displayed	35	37
Variety of materials	64	59
Social and Emotional Environment		
Purposeful movement	57	53
Active engagement	63	62
Student talk	73	75
Student teacher interaction	77	83
Positive discipline	81	87
Integrated Instruction		
Kentucky's Learning Goals	52	54
Flexible scheduling	55	52
Broad based themes/units	45	43
Authentic problems/questions	▲	51
Levels of questioning	▲	54
Meaning centered reading	74	67
Meaning centered writing	67	63
Problem solving mathematics	70	60
Discovery science	56	45
Inquiry based social studies	41	33
Other subject areas	39	30

	Percentage• of Teachers Implementing with High Fidelity	
	1994	1995
Varied Instructional Strategies		
Varied instruction	48	47
Student/Teacher initiation	35	29
Active child involvement	62	57
Flexible grouping	66	52
Continuous progress	*55	39
Continuity and frequency	62	60
Authenticity	62	57
Variety of methods	62	60
Student self-evaluation	39	37
Evaluation of all areas	81	73
Qualitative reporting: Conferences	83	83
Qualitative reporting: Progress reports	79	74
Professional Teamwork		
Teaming with regular teachers	▲	46
Planning with regular teachers	▲	71
With special teachers	*33	54
Planning time	56	59
Level of collaboration	69	63
Parent Involvement		
In classrooms	40	50
In policy making	53	50
In student evaluation	*20	35
In supporting learning	59	67
Communication	77	84

▲New items added to the ICCM in 1995.
**Differences significant at the $p<.05$ level.*
•Due to rounding, percentages may differ slightly from those on Tables 1-4.

Learning Environment: Physical Environment

A review of Part 1 of Table 1, Learning Environment: Physical Environment reveals both strengths and weaknesses. In three of the five components, Flexible Layout (78%), Print Rich Environment (75%), and Variety of Materials (59%), well over half of the teachers were judged to be using practices that are compatible with the primary program (Figure 1). However, in two components, Learning Centers (47%) and Student Work Displayed (37%), fewer than half were using high fidelity variations of implementation. In other words, most teachers have rearranged their classrooms to support the implementation of the primary program and filled their classrooms with a variety of appropriate learning materials and many books and print materials. On the other hand, teachers are having difficulty designing learning centers that are integral to ongoing instruction and that enable students to respond at a variety of levels.

Some teachers are hampered by the lack of appropriate furniture and limited space. In old buildings with small classrooms, limited storage space, and separate desks, it is difficult to organize the classroom for flexible grouping of students. It was disturbing to note that a significantly lower percentage of teachers had flexible physical environments as indicated by a drop from 90% to 78% from 1994 to 1995 (See Table 6). Three fourths of the teachers had a print rich environment. Classroom libraries, including informational books, were available in most of the classrooms. Although observers reported the presence of a variety of "hands-on" instructional materials for mathematics in 59% of the classrooms, they noted that they rarely saw students actually using the materials. Teachers often used the materials for demonstrations in mathematics, but students usually did not have access to the materials.

Fewer than half of the teachers displayed students' work in the classroom and there was still a preponderance of commercially produced materials and teacher generated print with few examples of student generated print and art work.

Learning Environment: Social Emotional Environment

Over half of the teachers were using recommended practices in the establishment of positive social emotional environments in their classrooms. They were particularly strong in interacting with students and in using positive methods of discipline. Observers saw extensive use of extrinsic rewards, but fewer examples of student involvement in setting standards for their own behavior. Students were allowed to talk to one another and move about the room as needed, but most talk and movement were still teacher directed.

Again, there was little change in the percentages of teachers in the high fidelity implementation category from 1994 to 1995 in all components related to the social emotional environment.

Developmentally Appropriate Practices: Integrated Instruction

Fifty five percent of teachers were in the high fidelity implementation category in the use of Kentucky's Learning Goals to guide instruction. Observers commented that teachers who were using the Kentucky Early Learning Profile (KELP) were more successful in relating instruction to Kentucky's Learning Goals, especially in the areas of reading and writing. Several teachers actually had the numbers of the Kentucky Academic Expectations in their lesson plans with the activities designed to help students meet the expectations.

Fewer than half (43%) of the teachers were using broad based themes and units. Well over half of the teachers were using recommended practices in teaching reading (68%), writing (63%), and mathematics (60%), but fewer than half were doing so in science (44%), social studies (32%), and integration of the arts with other content areas (30%). Observers saw almost no science and social studies being taught in approximately half of the classrooms and limited use of recommended practices in another 10 to 20% of the classrooms. Teachers' self reports of the changes that they have made in various areas of instruction will be discussed at length in the section on interview responses, but their reports support the finding that most of the instructional changes have occurred in reading and writing.

About half of the teachers (52%) were arranging a flexible schedule. Observers reported that the school day was often fragmented, sometimes by schoolwide schedules involving the scheduling of special classes (music, art, and physical education) or by departmentalization that caused students to lose ten to fifteen minutes several times a day as they moved from room to room. Such practices fragment the day and interfere with the scheduling of large blocks of time to work on integrated themes and units. Observers also noted that few teachers began the day with a planning session with the children nor did they end the day with a time for reflection and self evaluation regarding what had been accomplished during the day.

Slightly over half of the teachers were successful at asking a variety of levels of questions (54%) and involving students in the solution of real life problems (51%).

Developmentally Appropriate Practices: Varied Instructional Strategies

Results from classroom observations of the components in the use of varied instructional strategies indicated a significant drop ($p<.05$) in the level of implementation in the continuous progress component (55% to 39%). The drop in flexible grouping (67% to 52%) approached significance ($p<.05$). Slight change occurred in the areas of active child involvement (61% to 57%), balance of student and teacher initiated activities (35% to 29%), and varied instructional techniques (48% to 47%).

As in 1994, few teachers (29%) allowed students to initiate activities. Almost all of the classroom activities were initiated and controlled by the teachers.

Fewer than half of the teachers (39%) appeared to be successfully managing continuous progress and only slightly over half were using the flexible grouping practices necessary for continuous progress. Observers reported that many of the groups were based on ability or age and several of the groups were fixed for the entire day, staying the same for all content areas. Often children of various ages were using the same materials and activities, but the younger children just did fewer items or moved less quickly through the materials. The management of continuous progress and flexible grouping are vital to the successful implementation of the primary program. Thus, the observed decline in these two components is a matter of concern and indicates a need for further staff development.

Assessment

Over half of the teachers were using recommended assessment procedures; that is, they were using a variety of assessment methods (60%), assessing student progress within the context of instruction (57%), and doing so with relative frequency (60%). However, only 37% were involving students in self-evaluation. A high percentage of teachers were using qualitative methods for reporting to parents (83%) and conducting regularly scheduled parent/teacher conferences (74%). There were no significant changes in the level of implementation in assessment practices between 1994 and 1995.

Educational Partnerships: Professional Teamwork

A significantly higher percentage of teachers were implementing the component of planning and communicating with special area teachers (31% to 54%). Fifty-nine percent of the teachers reported having regularly scheduled planning time. The item related to planning and teaching collaboratively with other regular classroom teachers cannot be compared to 1994 as the item was broken into two items on the 1995 map, one for planning and sharing materials and ideas with other regular classroom teachers and one regarding team teaching and collaborative teaching with other regular teachers. Results indicated that fewer than half (46%) of the teachers actually taught collaboratively with other regular teachers; however, 71% planned with regular teachers. No significant changes occurred in the level of collaboration time for planning from 1994 to 1995.

Educational Partnerships: Parent Involvement

Half of the teachers appeared to be involving parents in the classrooms and a significantly higher percentage were asking parents to participate in evaluating their own children's growth (20% to 35%). Communication with parents (67%) and getting parents involved in supporting their children's learning (84%) were areas of strength.

Multi-Age/Multi-Ability Grouping Patterns: Classroom Patterns

This set of items was added to the configuration map in 1995 to more accurately describe the variety of grouping patterns being employed in Kentucky's primary classrooms. Results revealed that only eight percent of the classrooms included three or more traditional grade levels for the entire school day with the teacher in the classroom using flexible grouping to address the needs and interests of the children. Forty-one percent of the classrooms had dual age groups for the entire day with the teacher using flexible grouping to address children's needs and interests. These two variations of multi-age grouping are most compatible with the original recommendations of the planners of the primary program in Kentucky. Thus, approximately half of Kentucky's classrooms were meeting the multi-age requirement in suggested ways.

On the other hand, 27% of the classrooms had two or more traditional grade levels but the children left the classroom part of the day for ability or age group instruction in a particular subject. Another 7 percent of the classrooms included two or more traditional grade levels, but the teacher worked separately with age or ability groups within the classroom with few provisions for flexible grouping. Another 15% used a variety of other grouping configurations with some kindergarten classrooms being totally self-contained.

Teachers' responses to the interview questions will help shed light on reasons why few schools are using multi-age rather than dual age grouping.

It was interesting to note that many children remained with the same teacher (42%) or the same family (29%) for two or more years. Another 23% of the children were randomly assigned to teachers and might have the same teacher for more than one year. Teachers reported advantages to keeping children for more than one year in that they got to know the needs and interests of the children better and were thus better able to plan for continuous progress. They said they were able at the beginning of the new school year to begin where they left off at the end of the previous school year with little time needed to get acquainted with students, teach classroom routines, or assess levels of achievement.

Multi-Age/Multi-Ability Grouping Patterns: School-Wide Patterns

Since not all teachers had five year olds or special needs children in their classrooms, the grouping patterns for five-year-olds and special needs students were described in terms of practices used in the total school as reported by the principals in their interviews.

First, principals were asked to describe the age levels of the children with whom five-year-olds were included. Only eight percent of the fives were included with three or more ages and 13% were included with two other grade levels. The largest group, 44%, were included with one other traditional grade level, usually primary two students (first graders). Thirty-five percent used none of these patterns, and approximately 20% of the kindergartens

were self-contained. Eighty-five percent of the schools included fives with other children for the entire school year; 15% for second semester only.

When fives were included with other students, 35% spent the total session with children of other ages. Another nine percent were included for large blocks of time and participated in a variety of activities with children of other ages. Twenty percent of fives were included with children of other ages for short periods of time each day for certain activities only. Another 23% were included with other ages on a regularly scheduled basis but only once a week or once a month for certain activities only.

Results of the Rank-Order Correlations for Primary ICCM Components

To determine if specific components of the primary program provide a good indication of overall implementation of the program, a series of Spearman Rank-Order Correlations was conducted. Correlation coefficients were computed for each of the items in the first four areas of the primary program map with the overall average of all the items for the 92 teachers.

High correlation coefficients indicated that high ratings on these items were positively related to high overall implementation scores. Low correlation coefficients indicated that these items were relatively independent of high or low implementation scores. The items with high correlation coefficients were good predictors of overall implementation and items with low correlation coefficients were poor predictors of overall implementation. The ten items with the highest and lowest correlation coefficients are presented in Table 7.

TABLE 7
Highest and Lowest Spearman Correlation Coefficients

Highest Coefficients (Descending order)	
Continuous progress	0.82
Authentic assessment	0.80
Balanced instructional delivery	0.79
Active engagement	0.79
Variety of assessment methods	0.78
Continuity and frequency of assessment	0.77
Student talk	0.77
Balance of teacher and student initiated activity	0.77
Variety of instructional materials	0.76
Kentucky's Learning Goals	0.74
Lowest Coefficients (Ascending order)	
Planning time	0.24
Inquiry based social studies	0.42
Planning with regular teachers	0.48
Involving parents in policy making	0.49
Discovery science	0.51
Teaming with regular teachers	0.53
Involving parents in classrooms	0.53
Qualitative reporting to parents	0.54
Professional teamwork: Level of collaboration	0.54
Qualitative reporting conferences	0.57

The highest Spearman correlation coefficients, presented in descending order, were obtained for the following items: Continuous Progress, Authentic Assessment, Balanced Instructional Delivery, Active Engagement, Variety of Assessment Methods, Continuity and Frequency of Assessment, Student Talk, Balance of Teacher and Student Initiated Activity, Variety of Instructional Materials, and Kentucky's Learning Goals. Thus, it appears that teachers who obtained high overall implementation scores were teachers who were providing for the continuous progress of their students, using a variety of instructional techniques and materials, providing opportunities for students to talk and to initiate activities, and actively engaging students in learning activities that were focused on Kentucky's Learning Goals and Expectations. These teachers' assessment practices supported students' continuous progress as they made frequent use of a variety of authentic assessment methods to monitor student progress.

The lowest Spearman correlation coefficients, presented in ascending order were obtained for the following items: Planning Time, Inquiry Based Social Studies, Planning with Regular Teachers, Involving Parents in Policy Making, Discovery Science, Teaming with

Regular Teachers, Involving Parents in Classrooms, Qualitative Reporting to Parents, Professional Teamwork: Level of Collaboration and Qualitative Reporting Methods. Note that only the correlation for Planning Time was so low that it indicated that implementation of this component was relatively independent of overall implementation scores. The other components, though relatively lower, were still moderately correlated with overall implementation scores.

These results suggest that efforts to improve the implementation of the primary program might focus on helping teachers learn ways to enhance the continuous progress of students. Teachers need support in using frequent and continuous authentic assessment methods to monitor student progress and then planning appropriate instruction using a variety of instructional materials and techniques that promote high engagement in learning activities. Teachers who were implementing the primary program with high fidelity were willing to involve students in initiating learning activities and to give them the freedom to talk to one another about their learning activities. Learning activities in high implementors' classrooms also focused on Kentucky's Learning Goals and Academic Expectations.

Results of the Cluster and Discriminant Analysis for Components of the Primary ICCM

To further examine the patterns of implementation for the 92 teachers within the entire set of innovation map components, a cluster analysis was performed, using Ward's Minimum Variance Cluster Analysis. The results of this analysis are depicted graphically in Figures 3 and 4. The teachers' scores placed them within five clusters with 10 outliers whose implementation patterns were so different that they did not fit within any of the clusters. The clusters tend to group high fidelity users together in a few groups and low fidelity users together in other groups. The high groups will be high in different ways that distinguish them from one another.

Discriminant analysis was then used to help identify the ways in which these clusters differed from one another by indicating the components which discriminate among the groups. F-ratios were derived from a standard analysis of variance using the cluster membership as the independent variable and the Innovation Component Configuration Map item rating as the dependent variable. A high F-ratio indicates that the clusters tended to differ on that item. Items that discriminate highly between clusters have low within-cluster variance and high between cluster variance. The F-ratios for the most discriminating items are presented in Table 8.

TABLE 8
Canonical Correlations and F-values for Components that Discriminate Among Clusters.

COMPONENTS	Canonical Correlation	F-Value*
Dimension 1		
Active engagement	0.84	41.9
Balanced instructional delivery	0.83	41.2
Continuous progress	0.81	35.1
Variety of instructional materials	0.79	30.5
Balance of student and teacher initiation	0.77	28.0
Student talk	0.75	30.6
Flexible grouping	0.74	25.3
Active child involvement	0.74	24.2
Dimension 2		
Parent involvement in policy making	0.55	16.3
Professional teamwork: Level of collaboration	0.38	12.3
Planning with regular teachers	0.36	11.3
Parent involvement: Communication	0.30	9.8
Communicating and planning with special teachers	0.28	13.4
Teaming with regular teachers	0.25	12.3
Qualitative reporting to parents	0.20	14.4
Parent involvement in supporting learning	0.20	16.1

**Note: All F-Values are statistically significant at the .0001 level.*

The discriminant analysis determines the dimensions along which the members of each cluster can be placed. These dimensions represent an attempt to array the differences along a continuum in order to define a conceptual framework. Linear combinations of the variables in the data set can be defined which will place each observation on a scale. In this way, two dimensions were identified (See Table 8). High values indicate the items that best characterize each dimension.

The following eight items had the highest values and thus characterize the first dimension: Active Engagement, Balanced Instructional Delivery, Continuous Progress, Variety of Instructional Materials, Balance of Student and Teacher Initiated Activities, Student Talk, Flexible Grouping, and Active Child Involvement.

On the second dimension, a different set of eight items received high loadings: Parent Involvement in Policy Making, Level of Collaboration, Planning with Regular Teachers, Communication with Parents, Communicating and Planning with Special Teachers, Teaming

with Regular Teachers, Qualitative Reporting to Parents, and Parent Involvement in Supporting Learning.

Dimension one was labeled Dynamic Instruction as it appears to relate to the individual teachers' ability to involve students actively in learning through the use of a variety of instructional materials and techniques, to share authority in the classroom with the students by enabling them to initiate activities and talk together, and to use flexible grouping to support students' continuous progress. All of these components except Flexible Grouping were included in the top ten items that had high Spearman Rank Order Correlations with overall high implementation of the primary program. Five of these items come from the section of the Innovation Component Configuration Map involving Developmentally Appropriate Practices: Varied Instructional Strategies, two from the section on Learning Environment: Social and Emotional Environment and one from Physical Environment.

Dimension two was labeled Professional Partnerships. This dimension seems to be related more to components that are affected by school level policies governing professional partnerships with parents and other teachers. The individual teacher has little control over many of these policies, such as the scheduling of time for teachers to plan together and the amount of communication and teaming with other regular and special teachers. Many of the parent involvement components involve schoolwide policies for communicating with parents, for involving them in policy making for the school, for helping them learn to support their children's learning, and for reporting student progress to parents. Many of these factors did not correlate highly with overall implementation of the primary program. However, teachers were found to be consistent in the ratings on these items, independent of overall implementation.

The teachers in cluster four tend to have the highest overall implementation scores and to score very high on the first dimension identified as Dynamic Instruction and somewhat high on the second dimension identified as Professional Partnerships. The teachers in cluster five tended to have the second highest overall implementation scores and to rank somewhat high on both dimensions one and two. Teachers in cluster three ranked high on dimension two, but somewhat lower on dimension one. Their overall implementation scores were in the midrange. Cluster one teachers had the lowest implementation scores and ranked lowest on dimension one and relatively higher on dimension two. Cluster two teachers ranked relatively higher than cluster one teachers on dimension one but lower on dimension two.

Cluster four teachers who were implementing the components of the primary program with high fidelity on the overall configuration map and cluster one teachers who were implementing with low fidelity are graphically depicted in Figure 3 and 4 (See Appendix E). As with the 1994 comparison of high and low implementors, the greatest differences between the two groups involved components that the individual teacher controlled; whereas, the two groups were more alike on the components affected most by school wide policies.

Results of the Teacher Interviews

The purpose of the interviews was to provide more information about aspects of the primary program that were difficult to determine through observation alone. Several questions were developed to learn more about teachers' perceptions and beliefs about various aspects of the program.

The first two questions related to teachers' perceptions regarding changes they had made in their instructional practices as a result of the primary program. Question one was open ended and asked teachers how their teaching practices had changed. Question two specifically mentioned changes they had made in reading and writing instruction. Since most of the reported changes occurred in reading and writing, the answers to questions one and two will be discussed together.

1. *How have your instructional practices changed as a result of the primary program?*
2. *What effect has the primary program had on your writing instruction? reading instruction? What materials are you using for your reading instruction?*

Writing Instruction. Seventy of the 91 teachers (77%) mentioned that their writing practices had changed and that they felt that the new emphasis on writing was positive. Forty-one teachers (45%) mentioned that their students were doing much more writing. Eighteen indicated that they were attempting to teach writing as a process and 13 said they were focusing on integrating writing across the curriculum into subjects such as science, social studies, and mathematics. Fourteen teachers reported that their students were writing in journals on a regular basis, and nine said that their students were developing portfolios that were similar to the fourth-grade writing portfolios used in the statewide accountability testing.

Observers' written comments on the configuration map and oral comments during the debriefing session confirmed teachers' self-reports. They, too, reported seeing frequent writing in the classrooms, writing across the curriculum, students writing in journals, and students keeping writing folders and portfolios.

Overall, it appears that the primary program has had a positive influence on the nature and amount of writing that is occurring in Kentucky's primary classrooms. One teacher's comment captured the essence of the changes: "Before the primary program, the focus was on neatness, punctuation, etc. I had not focused on creative writing. Now I have students write their own stories." Another teacher said, "I never had children write much before, because, you know, in first grade we thought they had to spell first and make letters right first. Now we use best guess spelling. We have a Wee Postal System in our school and my children write to a person in another class. We do creative writing now."

A third teacher's comment was poignant in terms of the mutually beneficial effects of involving students in the writing process: "I am learning the writing process with my students. I now write poetry. I never could have done that before. My mom passed away April 1, and they read one of my poems. I feel thrilled. I'm doing it, and they're doing it."

Reading Instruction. Fifty-one teachers (56%) acknowledged that the primary program had had an effect on their reading instruction. Twenty-seven teachers indicated that they were using more trade books and children's literature. Fifteen of these teachers said that they used children's literature in conjunction with a basal reading series. Four teachers stated they now expose students to more print and encourage their students to read more. Seventeen teachers indicated that reading often related to their thematic units and content areas. Six teachers reported that reading groups were more flexible, and many suggested that they employed whole group, small group, and cooperative group instruction. Six teachers indicated that they now use fewer worksheets, and three teachers said that they taught specific reading strategies, such as predicting and comprehension strategies.

In a follow-up question, teachers were asked directly what materials they were using for reading instruction. Sixty-five teachers (71%) indicated that they used tradebooks and literature, and 55 teachers (60%) indicated that they relied on basals to some degree. In addition to trade books, children's literature, and basal reading series, nine teachers indicated that they used theme related books and print materials. Twelve teachers said that they used "big books" designed for shared reading. Eleven teachers reported using the Success program and four said that they used the Write to Read program which involves children writing at computers in an integrated reading/writing approach.

The following comment is indicative of some of the changes teachers have made: "I use stories from the basal if they relate to our theme. I now deal with children's interests. Instead of being directed by literature, literature is based on the students' interests. The children direct the curriculum. While reading, there is a lot of talk about what makes good readers: Read to the end of the sentence to see if it makes sense, relate to personal experiences, make predictions, etc. Skills are taught in context."

Another teacher commented: "We don't use the reading manual any more. In fact, we don't use prepared, marketed things. We decide on units, and we just begin. We pull from here and there, and my teammate and I share. I have started using basal readers informally at the parents' request once a week. I have students read stories in them and that seemed to satisfy the parents because what we were doing was different from what they (the parents) were used to. Now I am more tuned it to what the children need."

Manipulatives. Twenty-four teachers indicated that they are now using more manipulatives. Four teachers stated that they use Box It Bag It mathematics. Other areas in which teachers indicated that they used manipulatives included science, reading, and theme based learning centers. As one teacher put it, "I also use Box It Bag It math and four or five math texts and manipulatives. Not just in math either, I mean, if they can hold it, put it

together and do things in other subjects, they need to. We studied rocks and you know what they wanted to do? They wanted to hold the rocks, smell the rocks, rub the rocks. Feeling, touching, that's what was important to them."

Grouping Patterns. Nineteen teachers indicated that they have changed their overall grouping patterns. Fifteen teachers suggested that they now use whole group instruction less and employ more small group and individualized instruction. Six teachers indicated that they used cooperative learning and believed that students benefitted from sharing their ideas. Six teachers said that they use learning centers to meet the needs of students.

Other Instructional Changes. Seven teachers stated that "everything has changed" and that preparation takes a lot more time. One teacher suggested that her work load had doubled. Three of these teachers indicated that they were not prepared for the multi-age/multi-ability aspect of KERA and as a result they felt stressed.

One teacher put it this way, "I've changed almost everything. It used to be self-contained, basal and textbooks, set curriculum, and almost no writing. The students who couldn't sit still and listen and get it were just kind of lost. Now it's literature-based, whole language, and hands-on math, and I try to get the kids more involved."

According to another teacher, "My outlook and philosophy on teaching children is different. Children are the focus. They help make selections and run the temperament of the class."

Overall, teachers reported the greatest amount of change in their reading and writing instruction. In writing, they indicated that children were writing more and using the writing process. In reading, teachers noted the use of a wider variety of reading materials with less emphasis on the basal reading series. The other most frequently mentioned changes related to greater use of manipulatives during instruction and more flexible grouping patterns. Many teachers mentioned that the changes they had made in implementing the primary program had taken a great deal of time and were often accompanied by high levels of stress.

3. *Have you had an orientation session to DWOK? Are you using it? How is DWOK working in your classroom? What is your opinion of DWOK?*

Eighty-eight teachers responded to this interview question. Only 12 teachers indicated that they had been trained to use the Different Ways of Knowing (DWOK) program. Ten of the twelve were actually using DWOK. Several had positive things to say about the program and the training, but they also had concerns. Some found it hard to incorporate and said it took a lot of time. Others mentioned that they found it difficult to share materials with other members of the team. One noted that the "activities and ideas are great, but it's all social studies and no science." A couple of teachers said they used it to supplement units they already had developed. A positive aspect that one teacher noted was the presence of activities

to meet the seven intelligences and ideas for using the humanities. She also liked having a "printed manual - the first since primary started."

It appears that during the first year of DWOK training, the program has had limited effects with fewer than 14% of the teachers in the study sample having received training. The teachers who have been trained seem to be having difficulty incorporating it into their instruction and report using it on a limited basis to supplement existing units. They appear to need more training and support before they are able to integrate DWOK into their teaching.

4. *What do you use to support continuous progress in your classroom? (anecdotal records, checklists, learning logs, etc.) Have you been trained in using KELP? Are you using it? What is your opinion of KELP?*

Fifty-six of the 88 teachers (64%) who responded to this question reported that they used anecdotal records to help monitor students' continuous progress. Forty-nine teachers (56%) said that they used various checklists and 17 teachers (19%) reported using portfolios or some type of working folder for students' work samples.

Thirty-six teachers (41%) indicated that they had been trained in the use of the Kentucky Early Learning Profile (KELP). Fifty-two teachers said they had not been trained in KELP but nearly half of them planned to participate in KELP training during the summer. Nearly all of the teachers who had been trained commented that the use of the KELP is very time consuming; even so, most of them felt that it was worth the effort. Teachers felt it helped them organize and manage the assessment process and motivated them to be precise in their record keeping. Several noted that parents liked the KELP because they were better informed about their children's progress when they looked at the child's collected work. One teacher said that she enjoyed conferences with parents much more now. Several teachers noted that parents sometimes wanted letter grades and felt uncomfortable with only work samples and anecdotal records.

Overall, the most frequent comment by both supporters and opponents of KELP dealt with its time consuming nature. Teachers who had received KELP training were more apt to make positive comments than teachers who had not been trained. The untrained teachers reported that they were worried about the time it would take to learn how to use KELP and to actually implement it in the classroom.

In summary, it appears that teachers who have received training in the use of the KELP find it useful for monitoring student progress and for reporting to parents even though they find it to be time consuming and hard work.

5. *When did your school begin SBDM? What impact did the council have on the primary program?*

Twelve of the 24 schools reported having councils in place, and two more plan to begin in August 1995. In four of the schools, the council had been in place for four years. One school had had a council for three years, four others for two years, and three schools for one year.

In schools where there were councils, teachers reported that councils made decisions on such things as curriculum, planning, budget, and how students were grouped. Councils provided input on how the school spends money, communicates with parents, arranges the school schedule, and deals with discipline. In some schools, building based committees made recommendations to the council, which usually accepted the recommendations.

Most of the teachers reported positive accomplishments for the councils including: providing classroom aides, getting multiple copies of books, helping to get materials and supplies, more freedom in grouping and assigning students, more power in the hands of the teachers, more teacher input in decision making, and better parent/teacher relations. One teacher said, "There would be no primary program without the council." Another noted that the council has "pulled staff together as a team and helped to get parents involved on committees which enables them to share ideas."

On the other hand, a few teachers expressed concerns. One said, "Teachers have less power to make choices. All decisions must be voted on by the council." Another reported, "I think it's good, but I think it has been carried too far. We're thinking about making ad hoc committees next year. We are all worn out. I think it's the principal's job to do a lot of this stuff. They're getting paid a lot of money to deal with this stuff and we're not. It is so time consuming. It's just physically and mentally exhausting."

Overall, teachers in schools with functioning councils seemed to feel positive about the roles that the councils had assumed and their accomplishments. They noted increased involvement of both parents and teachers in decision making.

6. *The primary program is based on seven critical attributes. Which of those attributes have you found easiest to implement? Which have been the hardest? If the primary program became optional, what would you want to continue? discontinue?*

Easiest to Implement. The seven critical attributes of the primary program were defined earlier is this report and include the following: developmentally appropriate practices, multi-age/multi-ability grouping, continuous progress, authentic assessment, qualitative reporting, professional teamwork, and parent involvement. Professional teamwork was

considered easiest to implement by 69% of the teachers. Fifty-five percent stated that developmentally appropriate practices was the attribute that was easiest to implement.

Most Difficult to Implement. The two most difficult attributes of the primary program to implement, according to the teachers, were: authentic assessment (58%) and qualitative reporting (55%). In light of the number of teachers who reported that they would discontinue multi-age/multi-ability grouping, it was surprising that this attribute was not considered most difficult. Of the teachers who rated multi-age grouping, 33 said it was easiest; 38 said it was most difficult. Ranked somewhere in the middle were continuous progress (34 easy; 26 hard) and parent involvement (32 easy; 30 difficult).

Aspects to Continue. The aspects of the program that were most frequently mentioned by teachers as aspects that they would continue were developmentally appropriate practices (18), the emphasis on writing (17), multi-age/multi ability grouping (14), use of themes and units (14), the total primary program (11), continuous progress (9), and authentic assessment (9).

Comments made by teachers included the following: "It's (the primary program) the best thing to happen to teaching." "Personally I'd like to continue. It has many good working ideas and a few things we need to iron out." "Keep multi-age/multi-ability grouping, but restructure it. I like the teaching methods, but would prefer part-time multi-age and part-time single age groups. First and second do well together, but I would take third out because the transition to fourth grade is too hard."

Aspects to Discontinue. Forty teachers mentioned that they would discontinue multi-age/multi-ability grouping. No other aspect of the primary program was mentioned more than twice. Thus, it appears that of the 91 teachers who were interviewed, almost half of them (44%) would choose to discontinue multi-age/multi-ability grouping.

One teachers' comment indicated a misconception in that she equated multi-age grouping with split classes: "It's a giant step backward. None of us wanted split-grades. Now we all have split grades. It's terrible. We used to have too many different abilities. Now it's unmanageable." Another teacher expressed a concern that is shared by many proponents of the primary program: "I might discontinue multi-age but I fear that would probably lead to traditional ways of teaching and I would not be in favor of that."

7. *Do you have a family resource center? For what types of services have you made referrals?*

According to teacher reports 19 of the 24 schools in the study had Family Resource Centers; five did not. When teachers were asked what types of referrals they had made to the centers, they most frequently reported the following: requests for clothing for children (42); medical needs (30); food (8); attendance problems (8); counseling (7); child abuse (6); school

supplies (6); parenting classes (6); and home visits (5). Other requests for various types of child services were mentioned three or fewer times. One teacher commented that "most families have benefitted. We are now reaching out to working parents better."

8. *Is there anything else that you want to add regarding the primary program?*

This question elicited a wide array of comments, some positive, some negative. The largest number of comments dealt with teachers' concerns about time. Several (12) felt that they had not had adequate time to prepare for implementation of the primary program and that there was not enough time for daily planning built into the schedule. The second largest number of comments (9) dealt with the related issue of stress. Several mentioned specifically the stress brought on by the KIRIS statewide assessment and the accompanying rewards and sanctions.

Typical complaints included: "I have spent more than 30 hours in meetings after school with no pay. I always have to stay about 45 minutes to one hour after school to get things put away and get things out for the next day. Also, I take work home." Another teacher noted, "The biggest problem is the amount of time the components of the primary take, such as planning and conferencing. There is a mammoth amount of time devoted to the preparation for class activities." One teacher complained, "The primary program has put a big stress on teachers because of lack of time and training." In the same vein, another noted, "I really wish they would have started from the floor up instead of the ceiling down. We need materials, time, and training. We feel like we had the rug pulled out from under us. We've all worked so hard." A third teacher commented, "Initial deadlines were mind boggling. It was stressful meeting those deadlines." A fourth teacher pointed out, "Rewards and sanctions have created a lot of tension."

Several (6) teachers also mentioned a need for more money and materials to implement the program. One teacher complained that "teachers need more assistance selecting and purchasing appropriate materials that support the critical attributes of the primary program." Another pointed out that "finding materials appropriate for multi-age groups is difficult." A third said, "We need more money for books, games, manipulatives and supplies for Box It, Bag It."

Several comments related to a desire to return to the "good old days." One teacher said "I just prefer the old ways." Another lamented, "I wish it was back the way it used to be. I like it that way because I got good results." A third agreed, "It's not all bad but I prefer a traditional class." A few teachers said they needed more structure; "I can't cope with all this freedom. If you don't have textbooks you have to write your own curriculum." Another commented, "I really like it and want to continue it, but I do want more structure, more to go on." The desire for more structure was often accompanied by worries regarding their ability to meet the needs of the children. "I don't like the insecurities teachers have

about if we are teaching what children need to learn." Another teacher agreed, "I worry about students getting what they need."

On the positive side, several teachers mentioned benefits of the primary program. One stated, "I like what it's doing. I like the freedom for students. I like my teaching - the reading and writing. Sometimes I'm concerned: Am I doing the right thing? Then I'll see something the children do and I know I'm meeting the children's needs." Another said, "I like teaching multi-age, but it is stressful. I like having different ages. The little kids pick up a lot of stuff from the older ones just by being there. Some of them are reading on a third grade level and want to do multiplication and division because they see the older ones doing it." Another teacher noted that she was "strongly in favor of the program; it allows children to progress at their level." Another said, that the primary program is "a wonderful tool for young children's learning."

Several teachers commented on the growing confidence they felt in their ability to teach in the primary program. "I have enjoyed this year very much. The previous years, especially the first, were very difficult and I questioned my ability as a teacher. We have done more age appropriate flexible grouping which has been comfortable for me." "I have seen some children learn to love school that had a hard time performing in the traditional classroom. I look more forward to school each morning." The primary program is "giving me a new sense of looking at students individually. It's a fresher approach to teaching. It keeps me young."

The change from feeling negative to feeling positive about the primary program was best captured by the teacher who said, "The first year I considered getting a degree in something else. I thought then, 'this doesn't fit me; I hate it.' But now, here I am...I was one of those teachers who found real security in the teacher's manual and a daily schedule, in having a set routine to follow, and I was good at it. I could do it well, but, who couldn't? A trained monkey could do it. This has been a change for me and it's been hard but I like myself better and I think that the kids in my class like school better."

Summary of Interview Data

In general, it appeared that teachers were relatively positive about the progress they have made in implementing the primary program and about the effects the primary program is having on student learning. They were especially positive about the changes that had occurred in their teaching of reading and writing. Nearly half of them still had concerns about the multi-age/multi-ability grouping requirement, but many teachers pointed out advantages that had accrued from having various ages and abilities in the same classroom. Teachers said that they had worked extremely hard to implement the primary program in such a short time. Almost all of the teachers felt that the timeline for implementation was too short and that they needed more time, more training, and more materials to support their implementation efforts. There were a few teachers who longed for the "good old days," but

very few mentioned any aspects of the program that they would discontinue if the primary program became optional, except for the multi-age requirement.

Results of the Teacher Survey

Teachers were asked to rate the amount of support for implementation of the primary program that they had received from various sources. This was the third year that this survey had been used, and the most remarkable result was the high degree of consistency among the data for the three years (See Appendix E, Table 13).

As in the previous two years, teachers ranked highest the amount of support they had received from other teachers and from their principal. This is encouraging in light of the need to build capacity within each school building. Teachers indicated that they had had adequate opportunities to attend regular staff meetings on primary implementation, to participate in decision making regarding the primary program, and to participate in training sessions. They indicated that the principal had also participated in the training sessions.

Teachers ranked the time to plan and implement the program and the opportunities to observe other primary programs as relatively limited.

They also ranked the amount of support they had received from sources outside their building as relatively limited. The following sources were ranked from highest to lowest as follows: parents, district staff, local universities, district cooperatives, Kentucky Department of Education, and regional primary consultants.

CONCLUSIONS BASED ON THE OBSERVATIONS AND INTERVIEWS

1. There is wide variation from teacher to teacher in the manner and degree to which the components of the primary program are being implemented. Within individual schools, there may be wide variation among teachers. However, in a few schools, all of the four randomly selected teachers were implementing the primary program with high fidelity.

2. There has been little change between 1994 and 1995 in the patterns of implementation and in the degree to which the primary program is being implemented. Although there has been a slight decrease in the level of implementation in several components and a slight increase in a few components, few of these changes represent statistically significant differences.

3. In two areas, there was a statistically significant decrease in the percentage of teachers who were implementing the primary program in recommended ways. Fewer teachers were arranging the physical environment in flexible ways that enable children to work

individually in a variety of group sizes. Also fewer teachers showed evidence that they were providing for the continuous progress of students through the primary program.

4. There were two areas in which a significantly higher percentage of teachers were using recommended practices. They include communication with special area teachers to plan for the needs of students and the involvement of parents in the evaluation of their own children's progress.

5. As in 1994, teachers' progress toward implementation varies among the components of the primary program with some components being implemented by over half of the teachers and others still lacking in implementation.

   a. Teachers are arranging the physical environment of the classroom in ways that enable the implementation of the primary program and are filling their classrooms with a variety of instructional and print materials for children to use.

   b. Teachers are creating warm, supportive social environments in which positive discipline is used, children are actively involved in learning and allowed to talk and move about as needed, and teachers interact with students individually as well as in groups.

   c. Teachers are having difficulty designing learning centers that are an integral part of the ongoing instructional program.

   d. Teachers are not using broad based themes and units, but tend to focus on narrow topics.

   e. Teachers are using many of the recommended practices in reading, writing, and mathematics, although their level of use is lower than in 1994.

   f. Fewer than half of the teachers are using the recommended practices in teaching science, social studies, and special areas of the curriculum (music, art, physical education, etc.). In fact, in several classrooms no science and social studies instruction was observed.

   g. A slightly higher percentage of teachers are planning instruction around Kentucky's Learning Goals and Academic Expectations than in 1994.

   h. Fewer than half of the teachers are using flexible grouping and providing for the continuous progress of students and the overall level of implementation in these components has dropped from 1994.

i. Fewer than half of the teachers are using a variety of instructional strategies in their teaching or allowing students to initiate instructional activities.

j. Teachers are planning with other regular classroom teachers and have significantly increased their level of planning with special teachers. Although planning time has increased, teachers still cite a need for increased time for planning during the school day.

k. Teachers are using qualitative methods for reporting student progress to parents, such as parent/teacher conferences and qualitative progress reports.

l. There is a slight trend toward increased levels of parent involvement from 1994. Teachers are communicating with parents about the primary program and helping parents learn to support their child's learning at home. Significantly more teachers are getting parents involved with evaluating their own children's growth. About half of the teachers are getting parents involved in the classroom.

6. Approximately half of the teachers are meeting the multi-age, multi-ability grouping requirement in ways that were originally recommended by the developers of the primary program guidelines. That is, forty-one percent are grouping children in self-contained dual-age classrooms; eight percent are grouping three or more ages together in a self-contained classroom in which flexible grouping is used to meet the needs and interests of the children. Twenty-seven percent had two or more ages in the classroom for part of the day, but children left the classroom for ability or age group instruction in a particular subject. In another seven percent, children of two or more ages were included but taught separately by age or ability groups. Another 15% used a variety of other grouping configurations with some kindergarten classrooms being totally self-contained.

7. Approximately 70% of the children remain with the same teacher (42%) or the same classroom family (29%) for two or more years. Another 23% of the children were randomly assigned to teachers and might have the same teacher for more than one year. Teachers reported many social and academic advantages for keeping the same children for more than one year.

8. Schools are dealing with five-year-old inclusion in a variety of ways. Nearly half (44%) of the schools are including kindergartners with primary two students (first graders). Eight percent of the schools include kindergartners with three or more ages; 13% with two other ages. Approximately 20% of the kindergartens are self-contained. Eighty-five percent of the schools include fives with other children for the entire school year; 15% for second semester only.

9. When five-year-olds are included with other students, 35% spend the total session with children of other ages, and another nine percent include fives for large blocks of time

for a variety of activities. Twenty percent of schools include fives with other age groups for short periods of time each day for certain activities only. Another 23 percent of schools include fives on a regularly scheduled basis but only once a week or once a month for certain activities only.

10. Almost all (88%) special needs students spend all or most of their time in regular primary classrooms. In 38% of the schools, special needs students are included in the primary classrooms for the entire day and interact with the other children in the class. In 50% of the classrooms, special students spend part of the day in the regular primary classroom but leave for part of the day to receive special instruction. In only 12% of the schools do special needs students spend most (five percent) or all (seven percent) of their time in special education classes.

11. Teachers who are implementing the primary program with high fidelity differ most from teachers who are implementing the program with low fidelity in components of the program over which the individual teacher has control, especially in areas involving the use of a variety of instructional and assessment techniques that are designed to facilitate the continuous progress of students. On components affected by school wide policies, such as report cards, parent conferences, and parent involvement, the low fidelity implementors were rated more like the high fidelity implementors.

12. Teachers still report a need for more planning time during the school day, especially common planning times with other team members, regular teachers, and special area teachers. Only 20% of the teachers have regularly scheduled individual and common planning time during the school day. Another 39% report regularly scheduled individual and common planning times outside the school day. Thirty percent of the teachers have individual planning time but no common planning time scheduled. Eleven percent have no planning time, either individual or common.

13. When asked to rate sources of support for implementation of the primary program, teachers rated internal sources of support higher than support from external sources. That is, they ranked support from their principals and from other classroom teachers higher than support from district personnel, universities, local cooperatives, the Kentucky Department of Education, and regional service centers.

RECOMMENDATIONS

1. A great deal of staff development is still needed to help primary teachers implement the primary program in recommended ways. We must not assume that most teachers already have the knowledge of the instructional strategies and assessment techniques that they need to enable each child to make continuous progress in the classroom. Teachers especially need more staff development in the teaching of science and social

studies and in using a variety of assessment and instructional techniques to ensure continuous progress.

2. Fewer than half of the teachers want to discontinue the multi-age requirement in the primary program. The Kentucky Department of Education, universities, and local districts need to continue to support teachers' efforts to implement the primary program rather than discontinue the program before teachers have had the time and training needed to implement the program in recommended ways.

3. Each elementary school should assess the variation in levels of implementation of primary program components among the teachers in that building and design strategies to support the development of key program components that are not being well implemented.

4. Each elementary school should examine its curriculum for alignment with Kentucky's Learning Goals and Academic Expectations. Professional development activities should focus on helping teachers design learning activities to support the attainment of the academic expectations for which schools are held accountable.

5. Each elementary school should plan for staff development that meets its needs, with special attention paid to the following key areas:

   a. Building teachers' knowledge of instructional and assessment strategies to monitor and facilitate students' continuous progress.

   b. Designing an instructional program that:
      - focuses on Kentucky's Academic Expectations.
      - uses broad-based themes and units.
      - uses a variety of learning centers.
      - increases the time and quality of science and social studies instruction.
      - integrates instruction in the arts.

6. Schools should arrange their schedules to provide teachers more time to plan with other regular classroom teachers and special area teachers.

7. Schools should develop more parent involvement programs that promote two-way communication between teachers and parents and that enhance family support of children's learning.

8. The Kentucky Department of Education in cooperation with local school districts should identify classrooms and teachers who are using the most promising practices related to the key components of the primary program and establish sites for other teachers to visit. Teachers with success in implementing the primary program should be utilized more effectively in professional development activities.

SUGGESTIONS FOR FURTHER RESEARCH

Researchers need to conduct the following types of studies:

1. Studies that examine the relationship between level of implementation of various primary program components and student achievement.

2. Studies that examine the effects of dual-age and multi-age grouping patterns on student achievement.

3. Studies that compare the effects on five-year-olds of full inclusion in the primary program versus self-contained kindergarten placement.

4. Studies of schools in which teachers are successfully implementing the primary program to determine factors that contribute to high implementation. Conversely schools in which teachers are struggling with implementation need to be studied to determine factors that impede implementation.

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APPENDIX A

DRAFT-03/09/95

AN INNOVATION COMPONENT CONFIGURATION MAP FOR PRIMARY PROGRAMS

School:	Observer:	Date:
Number of Teachers:	Number of Students:	

Please note:

This document was developed by the University of Kentucky, Institute on Education Reform in collaboration with the Kentucky Institute for Education Research for the purpose of studying the implementation of the Primary Program and is not to be used as an evaluation instrument. While it was designed as a research tool, this document can be used for planning and self-assessment of local patterns of implementation.

This document, known as a Component Configuration Map, identifies key components of the Primary Program and describes variations in practice one would expect to find across the state. The variations farthest to the left are considered by Kentucky practitioners, researchers and developers to be the emerging practice advocated in the KERA initiative. Determining which is the most effective or efficient variation of practice will be the challenge of ongoing research.

This instrument can be obtained by contacting Roger Pankratz, Executive Director, Kentucky Institute for Education Research, 146 Consumer Lane, Frankfort, Kentucky 40601. Phone: 502-227-9014; Fax: 502-227-8976.

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Primary Programs
Innovation Component Configuration (ICC) Map
I. Learning Environment

A. Physical Environment

1) Flexible layout *[flexibility in arrangement, student mobility]*

(a)	(b)	(c)	(d)
All furniture can be rearranged as needed. The classroom has a variety of areas provided for various types of activities (quiet, active, & other) with space for students to engage in individual, small, and large group activities. There are tables, bookshelves, and areas designed for student use.	The classroom has a few pieces of furniture besides student desks, and the desks can be rearranged as needed. The layout of the classroom is designed to enable students to move to different areas of the classroom with ease and flexibility. There are a few areas provided for group work (e.g., large, small, and individual)	The students' desks are organized in fixed rows. The classroom environment has very little space created for different areas. The areas provided for group work are very traditional. For example, there is one area for large group instruction and one area fore small group instruction. The only tables available are student desks.	Students' desks are organized in fixed rows with no other areas or centers for small and/or large group activity. The classroom environment is not conducive to student movement. Students work alone at individual desks or tables.

2) Learning centers *[number, active student involvement]*

(a)	(b)	(c)	(d)
The classroom has a variety of permanent centers and temporary centers that relate to the current theme or topic of study. The centers provide students with the opportunity to learn at their own rate and level of complexity. These centers promote active student involvement and allow students to work both independently and cooperatively. In addition, the centers contain "hands-on" experimentation and exploration by the students.	The classroom has a few permanent and temporary centers that relate to the current theme or topic of study. The centers promote student interaction, active student involvement, and choice and include activities at varying levels of complexity.	The classroom has only one or two centers. The centers that are present rarely encourage student choice, active student involvement, or student interaction. The centers are designed to promote students to work independently rather than cooperatively.	The classroom has no centers available for students.

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3) Print rich environment *[variety, accessibility, materials displayed]*

(a)	(b)	(c)	(d)
Students have access to a wide variety of books and other types of print material including informational, fiction, and reference. These materials are displayed at eye level and dispersed around the room. The classroom contains environmental print that encourages students to read meaningful signs and posters. Student-generated print is evident.	Students have access to several types of books and other print material including informational, fiction and reference. The classroom has a few signs and posters (commercial or teacher-produced) that contain directions and information for students. There is some indication that student generated print is displayed.	Students have access to a limited selection of books and other types of print material including informational, fiction, and reference. There are very few opportunities for students to read meaningful signs and posters. Few examples of student generated print are evident.	Students' access to print materials is limited primarily to textbooks. No student generated print is displayed.

4) Student work displayed *[variety, displayed]*

(a)	(b)	(c)	(d)
The classroom and hallways contain a variety of student work (art & writing) that is both current and original.	There is some display of original student work.	There is a limited amount of student work displayed in the classroom. Most of the student work displayed is "cookie-cutter" art or papers written on a common theme rather than original work.	Student work is not displayed.

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5) Variety of instructional materials *[variety promotes active learning, accessibility]*

(a)	(b)	(c)	(d)
Students frequently use a wide variety of "hands-on" materials that promote active learning in the classroom (math manipulatives, science equipment music instruments, art supplies, computer, & audio tapes/videos). Students have access to materials that accommodate different levels and interests. The materials provide students with the opportunity to problem-solve and explore new concepts.	Occasionally students use "hands-on" instructional materials (e.g., manipulatives & audio tapes) to promote active learning in the classroom. Some of the activities accommodate varying levels and interests.	There are limited "hands-on" instructional materials available to students. Textbooks, workbooks and worksheets are the predominate materials used for instrumentation. Some manipulatives were observed in the classroom but not used by the students.	There are no "hands-on" instructional materials available to students. Textbooks and workbooks are the only tool used for instruction.

B. Social and Emotional Environment

1) Purposeful movement *[student initiation]*

(a)	(b)	(c)	(d)
There is a balance of both student-initiated and teacher-initiated purposeful movement in the classroom.	Students' movement is directed primarily by the teacher. There is some purposeful movement that is student initiated.	There is very little purposeful movement initiated by the student. Most of the movement is teacher initiated or governed by strict rules.	There is no evidence of purposeful student initiated movement in the classroom.

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2) Active engagement *[degree, number of opportunities]*

(a)	(b)	(c)	(d)
Students are actively engaged in the learning process with a minimum of teacher lecture. Learning activities promote student discussions and interaction with "hands-on" manipulatives. There is a high level of on-task behavior by the students during the learning process.	Students are actively engaged in learning through a combination of teacher lecture and student discussions.	Students have few opportunities to use manipulatives and engage in discussions during the learning process. Classroom instruction emphasizes teacher lecture and de-emphasizes student involvement.	There is no indication of students being actively engaged in the learning process. Students sit quietly at their desks completing individualized assignments.

3) Student talk *[student initiated, interactive]*

(a)	(b)	(c)	(d)
The teacher provides a balance of both teacher and student initiated talk as well as the opportunity for students to respond and interact with each other. Students' responses and questions are accepted by the teacher.	There is some indication of teacher and student talk related to the task and also the opportunity for students to talk and interact with each other.	There is very little opportunity for students to talk and interact. Most of the talk in the classroom is teacher dominated and directed.	Students are not given the opportunity to talk in the classroom except when called upon by the teacher.

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S1

S5

4) Teacher interaction *[degree of individual and group]*

(a)	(b)	(c)	(d)
Most teacher interaction is with individual students and small groups with occasional large group instruction.	The teacher interacts with students predominantly in a large group setting, with some interaction in a small group and a one-on-one setting.	The teacher interacts with students primarily in a large group setting. Very little small group or one-on-one interaction occurs.	Teacher interaction is almost exclusively through lecture in a large group setting.

5) Positive discipline *[degree of support, student engagement, and involvement]*

(a)	(b)	(c)	(d)
The social environment is supportive and characterized by mutual respect. High levels of student engagement preclude the need for disciplinary action. Students are involved in setting standards for classroom behavior and show self-discipline. The teacher's praise is meaningful, specific, and natural and demonstrates a genuine interest in students' achievements.	The social environment is generally supportive and fosters mutual respect. The teacher controls behavior by frequent praise and rewards for students' behavior and achievements. There is some indication that students are self-disciplined and self-motivated.	The teacher rarely praises and rewards students for their behavior and achievements. There is little indication that students are self-disciplined and self-motivated.	Most teacher comments are negative and punitive.

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II. Developmentally Appropriate Practices

A. Integrated Instruction

1) Kentucky's learning goals *[degree of curriculum alignment]*

(a)	(b)	(c)	(d)
All curriculum and assessment activities evolve directly from Kentucky's Learning Goals and Academic Expectations.	Most of the curriculum and assessment activities evolve directly from Kentucky's Learning Goals and Academic Expectations.	Curriculum and assessment activities are not closely related to Kentucky's Learning Goals and Academic Expectations.	Curriculum and assessment activities are not related to Kentucky's Learning Goals and Academic Expectations.

2) Flexible scheduling *[degree of flexibility]*

(a)	(b)	(c)	(d)
The classroom has a flexible schedule that changes to meet students' needs. The students and teacher plan together the day's schedule to accomplish students' learning goals. Students are involved in integrated themes with times for specific instruction based on students' needs, interests, and strengths.	Large blocks of time are set aside for themes, units, centers, and/or projects with some specified time scheduled for individual content areas.	A traditional schedule is observed with separate times set aside for individual content areas, but the teacher can alter it when necessary.	There is a set schedule for individual content areas that cannot be changed because of departmentalized organizational structure or teachers' own beliefs about routine.

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3) Broad-based themes and units *[degree of use, breadth of topics, integration]*

(a)	(b)	(c)	(d)
Themes, units, and projects are planned around the broad-based themes and core concepts identified in Kentucky's Academic Expectations (e.g., patterns, models & scale, change over time, systems and interactions). All content areas are integrated when the connections are natural, but instruction in individual skills and concepts may occur when deemed necessary.	Part of the day is spent in using thematic teaching, but separate instruction is scheduled each day in major content areas, such as language arts, math, science, and social studies.	Themes, units, and projects are planned around narrow topics (e.g., bears, dinosaurs, Mexico). Most of the instruction occurs in separate content areas.	Instruction occurs only in separate content areas. No units, themes, or projects were observed.

4) Authentic problems and questions *[real life oriented]*

(a)	(b)	(c)	(d)
Students are often involved in solving real-life problems that are related to their interests and environment.	The teacher occasionally encourages problem-solving activities but the problems may be contrived.	There is little evidence that the teacher promotes problem-solving activities related to the student's interests and environment.	There was no evidence of problem-solving activities related to the student's interests and environment promoted in the classroom.

5) Levels of questioning *[different levels used]*

(a)	(b)	(c)	(d)
The teacher uses all levels of questions.	There is some evidence of different levels of questions being asked in the classroom.	The teacher primarily asks students short recall questions rather than inferential discussion questions.	The students are not asked inferential questions.

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6) Meaning centered reading *[integration, variety, emphasis on comprehension, student-teacher interaction]*

(a)	(b)	(c)	(d)
Reading is integrated throughout the curriculum. Students primarily read children's literature and reference books not just basal textbooks or commercial programs. Skills are taught in context as needed, and higher level comprehension is emphasized. The teacher provides students with a variety of opportunities to read (e.g., teacher reads aloud, students read to one another, students/teacher reads silently in SSR/Independent reading time) and interact with print (e.g., literature discussions, directions, messages, and sign-up sheets).	The teacher occasionally integrates reading with other areas of the curriculum. Teacher most often depends on a basal reading series or other commercial programs with a predetermined sequence of skills. Skills are sometimes taught in context and higher level comprehension is frequently emphasized. There is moderate evidence that the teacher provides students with a variety of reading opportunities.	The teacher rarely integrates reading with other areas of the curriculum. Students only read in textbooks or use commercial programs. Skills are frequently taught separately. There is an emphasis on low level comprehension skills. Very little opportunity exists for students to read with other students or individually.	Meaning centered reading is not promoted in the classroom nor integrated with other areas of the curriculum. Skills are not taught in context and there are limited opportunities for students to read. Students spend most of their reading time working on isolated skills.

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7) Meaning centered writing *[integration, flexibility, variety, self-evaluation, opportunity to write]*

(a)	(b)	(c)	(d)
Writing is integrated throughout the curriculum. Skills are taught within the context of the student's writing. Students are taught to use the writing process (prewriting, drafting, revising, editing, sharing) in a flexible manner that enables students to develop a piece at their own rate. The teacher provides the students with a variety of writing opportunities (e.g., portfolios/journals). Students often choose their own topics. The teacher confers with the students on a regular basis regarding their writing. Peer conferences and student-self-evaluation are encouraged in the classroom.	The teacher occasionally integrates writing throughout the curriculum. Skills are sometimes taught within the context of the student's writing. There is moderate evidence that the teacher provides students with a variety of writing opportunities. Students are taught to use the writing process (prewriting, drafting, revising, editing, sharing). There is some indication that students are conferencing with their peers and with the teacher and also evaluating their own writing.	The teacher rarely integrates writing throughout the curriculum. There is little instruction in the writing process. Skills are frequently taught separately from the student's own writing. There is very little opportunity for students to write and the writing that occurs is not meaning centered or on student selected topics. The teacher rarely confers with students regarding their writing or provides for self-evaluation and peer conferences.	Meaning centered writing and use of the writing process are not promoted in the classroom. Skills are taught in isolation and there are limited opportunities for students to write.

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8) Problem solving mathematics *[engaging, active involvement, use of manipulatives, use of technology]*

(a)	(b)	(c)	(d)
Mathematical tasks engage students' interest and intellect. Students are provided opportunities to deepen their understanding of the mathematics being studied and its application. The teacher uses and helps students use manipulatives, technology, and other tools to pursue mathematical investigations. The teacher helps students seek connections to previous knowledge and developing knowledge. There is a combination of guided individual, small group, and whole-class work.	Teachers use a combination of textbook exercises and some mathematical tasks that engage students' interest and intellect and provide opportunities to deepen students' understanding of the mathematics being studied and its applications. At times, the teacher uses and helps students use manipulatives to pursue mathematical investigations and assists students in making connections to previous knowledge and developing knowledge. There is some indication of guided individual, small group, and whole-class work.	The mathematical tasks are limited primarily to textbook exercises that do not engage students' interest. Students are doing paper and pencil tasks focused on computational skills rather than using manipulatives to pursue mathematical investigations. Most of the instruction is direct instruction in whole-class setting.	Mathematical tasks are limited to textbook exercises and whole class instruction. Students are not using manipulatives to pursue mathematical investigations. The teacher does not help the student to make connections with previous knowledge and developing connections with previous knowledge and developing knowledge. Mathematics instruction is solely taught through direct instruction.

9) Discovery science *[active involvement, investigation, integration, opportunity to learn]*

(a)	(b)	(c)	(d)
Science is taught with an investigative approach. Students are extensively involved in hands-on, minds-on experiences and interpretive discussions to help them construct meaning. The use of mathematics and language including writing is extensive in recording observations and interpreting and reporting results. Integration occurs as appropriate.	Science is sometimes taught through an investigative approach. However, the teacher frequently uses a textbook as the primary source of data and information. In these cases the focus is more on covering the material than on constructing an understanding of key concepts. Instructional integration occurs infrequently.	Science is rarely taught through investigation. Rather it is a reading about and answering textbook question approach. The teacher relies almost solely on a single textbook and does not integrate other subjects when teaching science.	No science instruction was observed.

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10) Inquiry-oriented social studies *[active involvement, multiple sources of information, integration, opportunity to learn]*

(a)	(b)	(c)	(d)
Social studies instruction involves the students in asking questions about and investigating social phenomena. When teaching social studies, the teacher stresses the use of multiple sources of information, hands-on activities, and meaningful experiences. Other subjects are integrated throughout the day and direct instruction is used when appropriate.	Social studies instruction occasionally involves students in asking questions about and investigating social phenomena. At times, the teacher uses multiple sources of information, hands-on activities, and meaningful experiences. Other subjects are occasionally integrated.	Social studies instruction rarely involves students in asking questions about and investigating social phenomena. The teacher provides few opportunities for hands-on activities and meaningful experiences. Other subjects are not integrated throughout the day and direct instruction is the primary method of instruction.	No social studies was observed or social studies instruction is limited to reading in a single textbook.

11) Other subject areas *[integrated, opportunity to learn]*

(a)	(b)	(c)	(d)
The arts (e.g., music, art, movement, drama) are integrated with the content areas.	Several of the arts are integrated with the content areas.	There is little indication of the arts being integrated with the content areas.	There is no evidence that the arts are being integrated with content areas.

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B. Varied Instructional Strategies

1) Balanced instructional delivery *[varied instruction, learning different styles, student expression]*

(a)	(b)	(c)	(d)
There is a balance of instructional delivery in the classroom (e.g., cooperative learning, direct instruction, & independent learning). The teacher consistently takes into account students' different learning styles and multiple intelligences. Instruction is presented in a variety of modes and students express themselves in a variety of ways.	Occasionally, the teacher uses a balance of instructional delivery in the classroom. At times, the teacher encourages different learning styles and multiple intelligences and allows the students to express themselves in a variety of ways.	The teacher rarely implements a balance of instructional delivery in the classroom. Instruction is primarily direct instruction. There is little evidence of different learning styles or multiple intelligences being encouraged in the classroom. The students are rarely given the opportunity to express themselves in a variety of ways.	The teacher does not use balanced instruction in the classroom. There are no opportunities for students to express themselves in multiple ways.

2) Balance of student and teacher initiation *[student initiative]*

(a)	(b)	(c)	(d)
There is extensive evidence of both student and teacher initiated activities.	There is extensive evidence of teacher initiated activities with some opportunities for student initiated activities.	There are few student initiated activities.	There are no opportunities for students to initiate activities.

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3) Active child involvement *[variety of activities, flexible movement]*

(a)	(b)	(c)	(d)
Students are actively involved in a variety of "hands-on" activities that encourage experimentation and exploration. Students move freely about the classroom as necessary.	Students are occasionally involved in "hands-on" activities that encourage experimentation and exploration. At times, the students are allowed to move about the classroom as needed.	Students are rarely involved in "hands-on" activities that encourage experimentation and exploration. Students are rarely allowed to move about the classroom unless directed by the teacher.	Students are not involved in "hands-on" experimentation and exploration. All student movement is directed by the teacher.

4) Flexible grouping *[flexibility, based on interest, group size]*

(a)	(b)	(c)	(d)
There are many opportunities for flexible groupings and regroupings for instruction based on interest, learning style, problem solving, skill instruction (short term), reinforcement, random, etc. Groupings range from small groups (2-6) to large groups (7 & up). Special needs students are frequently included in groups.	There is some evidence of flexible groupings and regroupings. The teacher occasionally groups students in small groups, large groups, and whole class. Special needs students are included in some of the groups.	There is little indication that flexible groupings are occurring in the classroom. Most of the class instruction is centered around whole class instruction or fixed ability groups. Special needs students are not included in the groupings	There is no indication that flexible groupings are being implemented in the classroom. The only type of instruction occurring is whole class instruction.

5) Continuous progress [student self-paced]

(a)	(b)	(c)	(d)
The teacher supports the continuous progress of all students by providing materials and activities that enable each student to move at his/her own pace and level of learning.	The teacher usually supports the continuous progress of all students by providing the materials and activities that enable each student to move at his/her own pace and level of learning.	Materials and activities are the same for all students with little adaptation to students' varying strengths and weaknesses.	All students are expected to proceed through the curriculum at the same pace.

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III. Assessment

A. Ongoing Authentic Assessment

1) Continuity and frequency [*frequency, areas assessed*]

(a)	(b)	(c)	(d)
The teacher assesses student progress in all areas of development (cognitive, social, emotional, physical & aesthetic). This assessment occurs on a continuous and frequent basis, occurs within the context of instruction, and focuses on how the child learns and what the child can do.	Occasionally assessment occurs within the context of instruction and occurs on a frequent basis. Most assessment focuses on cognitive development.	Assessment of student progress is infrequent and conducted outside the context of instruction. Most assessment of students focuses on cognitive development and occurs at the end of the grading period.	There is no indication of continuous or frequent assessment methods. Cognitive growth is the only area of development that is assessed.

2) Authenticity [*reflects learning experiences, performance based*]

(a)	(b)	(c)	(d)
Assessment occurs in the context of the learning environment and reflects actual learning experiences in the classroom. The assessments are performance based.	Assessment occurs in the context of the learning environment and occasionally reflects actual learning experiences.	There is little indication that assessment occurs within the context of instruction and reflects actual learning experiences in the learning environment.	No assessment is conducted during instruction.

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3) Variety of methods *[multiple assessment measures, documentation, performance-based tasks]*

(a)	(b)	(c)	(d)
Teacher uses multiple assessment measures (e.g., portfolios, observations, checklists, conferences, anecdotal records, running records, work samples, etc.). The teacher keeps anecdotal records and checklists of student's attitudes, strengths, weaknesses, and progress. The teacher uses performance-based tasks to enable students to demonstrate their knowledge and skills.	The teacher uses a few types of assessment measures and keeps limited notes of student observations. There is some evidence of performance tasks being implemented in the assessment procedure.	There is little indication that the teacher is using multiple measures or keeping anecdotal records of student progress. Students are not involved in performance tasks.	A variety of assessment methods are not being employed in the classroom. Assessment relies primary on paper and pencil tests.

4) Student self-evaluation *[opportunity for self evaluation]*

(a)	(b)	(c)	(d)
Students are given the opportunity to reflect on and evaluate their own work. Students have both support and structure in the evaluation process (e.g., writing checklists, rubrics). Students edit their work and make decisions about learning portfolio entries.	Students occasionally evaluate their own work. Teachers occasionally provide students with an evaluation structure.	Students rarely evaluation their work. There are no evaluation structures for students to use in the evaluation process.	Students are not given the opportunity to evaluate their own work.

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5) Evaluation of all areas of student growth *[comprehensiveness]*

(a)	(b)	(c)	(d)
The teacher evaluates the student's social, emotional, physical, aesthetic, and cognitive development.	Most evaluation focuses on cognitive and academic growth with little attention paid to student's social, emotional, physical, and aesthetic development.	The teacher focuses on cognitive and academic development with no attention paid to student's social, emotional, physical, and aesthetic development.	There is no evidence that the teacher evaluates the student's social, emotional, physical, aesthetic, and cognitive development.

6) Qualitative reporting conferences *[type, frequency]*

(a)	(b)	(c)	(d)
The teacher conducts both informal and structured conferences with parents on a regular basis but also is available for conferences as requested by parents.	The teacher uses a narrative progress report and occasionally sends notes to parents regarding their child's progress.	Teacher conducts a conference with a parent only if a severe problem occurs.	There is no indication that the teacher conferences with the parents.

7) Qualitative reporting to parents *[type, frequency]*

(a)	(b)	(c)	(d)
The teacher uses a descriptive and narrative progress report that indicates progress toward Kentucky's Learning Goals and Academic Expectations. The teacher sends interim reports to parents to cite problems in work completion, difficulty in understanding, and lack of progress, or when outstanding work has been completed or progress made.	The teacher uses a narrative progress report and occasionally sends notes to parents regarding their child's progress.	The progress report is not descriptive or narrative. The teacher rarely provides parents with notes or comments related to the child's work.	There is no indication that narrative and descriptive progress reports are sent to parents.

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IV. Educational Partnership

A. Professional Teamwork

1) Teaming with regular teachers *[degree of interaction, frequency of cooperative teaching]*

(a)	(b)	(c)	(d)
The teacher uses a variety of co-instructional strategies such as team teaching, collaborative teaching, and/or peer coaching.	There is some evidence that team teaching, collaborative teaching, and/or peer coaching is occurring.	There is little evidence that team teaching, collaborative teaching, and/or peer coaching is occurring.	There is no evidence that team teaching, collaborative teaching, and/or peer coaching is occurring.

2) Planning with regular teachers *[degree of interaction, frequency of cooperative planning]*

(a)	(b)	(c)	(d)
The teacher frequently (at least once a week) plans and shares thematic studies, resource materials, and curriculum ideas with other teachers on the team or in the family.	The teacher occasionally (at least once a month) plans and shares thematic studies, resource materials, and curriculum ideas with other teachers on the team or in the family.	The teacher rarely plans and shares thematic studies, resource materials, and curriculum ideas with other teachers on the team or in the family.	There is no evidence of planning or sharing thematic studies, resource materials, and curriculum ideas.

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3) Communicating and planning with special teachers *[degree of interaction, frequency of cooperative planning]*

(a)	(b)	(c)	(d)
The teacher communicates regularly and plans with special areas teachers (e.g., physical education, music, art, library, special education).	The teacher frequently communicates and plans with special area teachers.	The teacher rarely communicates and plans with special area teachers.	The teacher does not communicate and plan with special area teachers.

4) Planning time *[scheduled, opportunity for interaction with colleagues]*

(a)	(b)	(c)	(d)
The teacher has regularly schedule time for planning individually as well as common planning time with team teachers and with special area teachers. This planning time occurs during the school day.	The teacher has regularly scheduled time for planning individually and with team teachers. Occasionally, the teacher plans with the special area teachers. However, most planning occurs before and after school.	The teacher has regularly scheduled individual planning time during the school day. However, the teacher does not have planning time scheduled with team teachers or special area teachers.	The teacher does not have a regular scheduled planning time, except before or after school.

5) Level of collaboration *[frequency, learning areas addressed]*

(a)	(b)	(c)	(d)
The teacher collaborates with the team teachers and special area teachers on almost all phases of students' learning experiences.	The teacher occasionally collaborates with team teachers and special area teachers on some phases of students' learning experiences.	The teacher rarely collaborates with team teachers and special area teachers on students' learning experiences.	The teacher does not collaborate with team teachers or special area teachers on students' learning experiences

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B. Parent Involvement

1) In classrooms *[involvement, frequency]*

(a)	(b)	(c)	(d)
Parents are involved frequently in their child's classroom in a variety of ways (e.g., tutors, clerical workers, guest speakers, carpenter, etc.).	Parents are occasionally involved in their child's classroom in a variety of ways.	Parents are rarely involved in their child's classroom.	Parents are not involved in their child's classroom.

2) In policy making [involvement, level]

(a)	(b)	(c)	(d)
Parents are involved in policy making decisions at the classroom level as well as on the SBDM Councils.	Parents are involved in policy making decisions through SBDM Councils rather than decisions at the classroom level.	Parents are rarely involved in any form of policy making decisions in the classroom or at the school level.	Parents are not involved in any form of policy making in the classroom or at the school level.

3) In student evaluation *[involvement, parent responsibility]*

(a)	(b)	(c)	(d)
Parents are involved in and take responsibility for monitoring their child's growth and progress. The teacher and parent continually collaborate on the evaluation of the child's progress.	The teacher occasionally involves parents in the evaluation and assessment process.	There is little indication that the parents are involved in the evaluation process of their child.	There is no indication that the parent is involved in evaluation of their child's progress except to receive and sign the report card.

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4) In supporting learning *[communication, helpful interaction]*

(a)	(b)	(c)	(d)
Parents are helped to support their child's learning at home. This support comes from the communication and interaction between the parents and the teacher and from newsletters and workshops for parents.	Parents occasionally are helped to support their child's learning at home through workshops and newsletters.	Parents rarely are helped to support their child's learning at home.	There is no indication that parents are helped to develop ways to support their child's learning at home.

5) Communication *[frequency, type]*

(a)	(b)	(c)	(d)
Frequent two-way communication occurs between teachers and parents. Communication occurs in the form of newsletters and individual student progress reports. When needed, the teacher communicates with the parents through notes or telephone calls to provide them with feedback on their child's learning. Teachers seek input from parents regarding the student's progress.	Occasional two-way communication occurs between teachers and parents. Communication with parents is usually in the form of newsletters. At times, the teacher may exchange notes with parents concerning a student's progress.	The teacher rarely communicates with the parents. The teacher does not seek parental input.	There was no indication that the teacher communicates with the parents except through the report card.

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V. Multi-Age/Multi-ability Grouping Patterns

A. Classroom Patterns

1) Age levels in classrooms *[multi-age/multi-ability grouping patterns, flexible grouping, variety of needs]*

(a)	(b)	(c)	(d)	(e)
The classroom has multi-age and multi-ability levels with three or more traditional grade levels represented. The multi-age/multi-ability grouping pattern is used for the entire school day with teacher using within class or within team flexible grouping to meet the variety of needs and interests of children. What traditional grade levels are included? ___K ___1 ___2 ___3	The classroom has dual-age grouping with two traditional grade levels represented. The dual-age pattern is used for the entire school day with the teacher using within class or within team flexible grouping to meet the variety of needs and interests of the children. What traditional grade levels are included? ___K ___1 ___2 ___3	The classroom has two or more traditional grade levels represented. The within class groups are organized according to age or ability level with few provisions for flexible grouping according to the needs and interests of the children. There is little opportunity for children of different ages or abilities to interact during instructional time. What traditional grade levels are included? ___K ___1 ___2 ___3	The classroom has two or more traditional grade levels. The children leave the classroom for part of the day to be with children of the same age or same ability for instruction in some areas (e.g., reading mathematics, science, social studies) or whole classes move together to different teachers for different subjects. What traditional grade levels are represented? ___K ___1 ___2 ___3	Other (Describe any arrangement that is not included in the other descriptions.)

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(2) Years with the same teacher *[continuity of instruction]*

(a)	(b)	(c)	(d)	(e)
Children remain with the same teacher for two or more years as determined by the needs of the children.	Children remain within the same family throughout primary and may have the same teacher for two or more years.	Children are randomly assigned to teachers each year and may have the same teacher two or more years.	Children do not remain with the same teacher for more than one year.	Other (Describe any arrangement that is not included in the other descriptions.)

B. School-Wide Patterns

[Items concerning five year old inclusion and special needs inclusion address school wide practice. If information is unavailable from the classroom teacher, observer may need to ask the principal.]

1) Five year old inclusion: Type of group *[extent of multi-age grouping]*

(a)	(b)	(c)	(d)
Five year olds are included in multi-age groups with at least three traditional grade levels. What traditional grade levels are included? ____1 ____Second semester ____2 ____Whole year ____3	Five year olds are included in dual-age groups with at least two traditional grade levels. What traditional grade levels are included? ____1 ____Second semester ____2 ____Whole year ____3	Five year olds are included in dual-age groups with one other traditional grade level. What traditional grade level is included? ____1 ____Second semester ____2 ____Whole year ____3	Other (Describe any arrangement for five year old inclusion that is not included in the other descriptions

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2) Five year old inclusion: Type of activities *[variety of activities]*

(a)	(b)	(c)	(d)
Five year olds are included daily for the total time they attend school. The five year olds are involved in a variety of activities with children of other ages. ____Second semester ____Whole year	Five year olds are included daily for large blocks of time and are involved in a variety of activities with children of other ages. ____Second semester ____Whole year	Five year olds are included daily for short periods of time and for certain activities only. (List activities) ____Second semester ____Whole year	Five year olds are included at regularly scheduled intervals ranging from once a week to once a month and for certain activities only. (List activities) ____Second semester ____Whole year

3) Inclusion of special needs students *[active involvement, flexible grouping, collaboration]*

(a)	(b)	(c)	(d)
Special needs students are included in the classroom and are active participants in the classroom instructional setting. Flexible grouping provides opportunities for the special needs students to interact with other children in the class. The teacher uses a variety of strategies and resources to meet the needs of the special needs student and collaborates closely with special needs teachers about the students' instructional needs.	Special needs students are included in the classroom but leave for part of the day to attend special instructional classes. They are included in the activities of the instructional setting with some opportunities for active participation. Grouping practices allow little opportunity for the special needs students to interact with the other children. There is some evidence that the regular teacher and the special needs teachers collaborate about the students' instructional needs.	Special needs students are included in the classroom for only a very small portion of the day, spending most of the day in special classes with other special needs students and special needs teachers. When students are in the classroom, their participation is limited. There is little or no evidence that the regular teacher collaborates with the special needs teacher about the students' instructional needs.	Special needs students spend all day in special classes with other special needs students. There is no collaboration between regular teachers and special needs teachers concerning students' needs.

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APPENDIX B

CODE_____

Teacher Interview

1. How have your instructional practices changed as a result of the primary program?

2. What effect has the primary program had on your writing instruction? reading instruction?

   What materials are you using for your reading instruction?

3. Have you had an orientation session to DWOK? Are you using it?

   How is DWOK working in your classroom?

   What is your opinion of DWOK?

4. What do you use to support continuous progress in your classroom?(anecdotal records; checklists, learning logs, etc.)

Have you been trained in using KELP? Are you using it?

What is your opinion of KELP?

Could I have a copy of your progress report or report card?

5. When did your school begin SBDM? What impact did the council have on the primary program?

6. The primary program is based on seven critical attributes. Which of those attributes have you found easiest to implement? Which have been the hardest?

[If some attributes are not mentioned, prompt with the following: You have mentioned (attributes mentioned in 5). How easy or hard have the others been?]

Critical attributes:
- Developmentally Appropriate Practices
- Multi-Age/Multi-Ability Grouping
- Continuous Progress
- Authentic Assessment
- Qualitative Reporting
- Professional Teamwork
- Positive Parent Involvement

If the primary program became optional, what would you want to continue? discontinue?

7. Do you have a family resource center?
For what types of services have you made referrals?

8. Is there anything else that you want to add regarding the primary program?

APPENDIX C

CODE_____

Principal Interview

1. How many primary students are there in this school?

2. How many primary classrooms are there in this school?

3. How many of the primary classrooms are grouped by:

   Dual-Ages?_____ What two ages?_____

   Three Ages?_____ What three ages?_____

   Four Ages?_____ What four ages?_____

   Combination of single, dual, & multi-age? If so, describe.

4. What percentage of the children in your school are on free or reduced lunch?

5. How many of the teachers keep the same students for more than one year? For how many years? Are there any teachers who keep the same students for more than two years?

6. Are there any teachers that work together as teams? If so, how many?

How many teachers are there in the team?

Do the teachers share students?

Do they plan together?

7. Have your teachers been trained in DWOK and KELP? Are they using either program in their classrooms?

8. What were your school's assessment results?

(If the principal response indicates good assessment results, probe with the following: What impact do you think the primary program had on your assessment results?)

APPENDIX D

TEACHER SURVEY

CODE _____

Please circle the word that best describes your experiences related to the implementation of the primary program in your school.

	None	Limited	Adequate	Extensive
Participation in practical training sessions designed to help you implement the primary school	1	2	3	4
Participation of your principal in the primary school training sessions you have attended	1	2	3	4
Classroom assistance from district staff	1	2	3	4
Assistance from Kentucky Department of Education staff in Frankfort	1	2	3	4
Assistance from the Primary School consultant in your Regional Service Center	1	2	3	4
Assistance from local universities (e.g. workshops, consultants, coursework, materials)	1	2	3	4
Assistance from the cooperative or consortium that serves your district	1	2	3	4
Opportunities to observe in other classrooms, schools or districts	1	2	3	4
Regular staff meetings that focus on practical problems related to implementation of primary school	1	2	3	4
Time to plan and implement the primary school	1	2	3	4
Opportunities to participate in decisions regarding primary school implementation in your school	1	2	3	4
Support from the principal of your school	1	2	3	4
Support from other teachers in your school	1	2	3	4
Support from parents of children in your school	1	2	3	4

APPENDIX E

TABLE 9. LEARNING ENVIRONMENT

	*1993 Principal Selection Mean	•1994 Random Selection Mean	▪1995 Random Selection Mean
PHYSICAL ENVIRONMENT			
Flexible Layout	3.4	3.3	3.2
Learning Centers	2.8	2.5	2.5
Print Rich Environment	3.1	3.0	3.0
Student Work Displayed	2.7	2.2	2.3
Variety of Instructional Materials	3.2	2.8	2.7
SOCIAL-EMOTIONAL ENVIRONMENT			
Purposeful Movement	3.1	2.6	2.6
Active Engagement	3.4	2.8	2.7
Student Talk	3.3	2.9	2.9
Student/Teacher Interaction	3.5	2.9	3.0
Positive Discipline	3.5	3.0	3.2
Active Child Involvement	3.2	2.6	2.5

* n = 46
• n = 86
▪ n = 92

TABLE 10. DEVELOPMENTALLY APPROPRIATE PRACTICES

INTEGRATED CURRICULUM	*1993 Principal Selection Mean	•1994 Random Selection Mean	▪1995 Random Selection Mean
Flexible Scheduling	3.0	2.5	2.4
Broad Based Themes & Units	2.8	2.4	2.4
Authentic Problem Solving & Questions▲	2.6	2.5	
Authentic Problems/Questions			2.4
Levels of Questioning			2.7
Meaning Centered Reading	3.1	2.9	2.8
Meaning Centered Writing	3.2	2.8	2.7
Problem Solving Math	3.0	2.8	2.8
Discovery Science	2.6	2.5	2.2
Inquiry-Oriented Social Studies	2.5	2.5	1.9
Other Subject Areas	2.3	2.3	2.1
VARIED INSTRUCTIONAL STRATEGIES			
Balanced Instructional Delivery	3.1	2.5	2.5
Student/Teacher Initiated Activities	2.8	2.2	2.2
Flexible Grouping	2.9	2.7	2.5

* n = 46
• n = 86
▪ n = 92
▲ *This item was separated into authentic Problems & Questions and Levels of Questioning on the 1995 maps.*

TABLE 11. ASSESSMENT

ONGOING ASSESSMENT	*1993 Principal Selection Mean	•1994 Random Selection Mean	▪1995 Random Selection Mean
Continuous and Frequent Assessment	2.7	2.7	2.7
Authentic Assessment	2.7	2.8	2.6
A Variety of Assessment Methods	2.7	2.7	2.7
Student Self-Evaluation	1.9	2.4	2.3
Assessment in All Areas of Student Growth	2.6	3.1	2.9
QUALITATIVE REPORTING METHODS			
Conferences	2.5	3.2	3.1
Progress Reports	3.0	3.0	2.9

* n = 46
• n = 86
▪ n = 92

TABLE 12. EDUCATIONAL PARTNERSHIPS

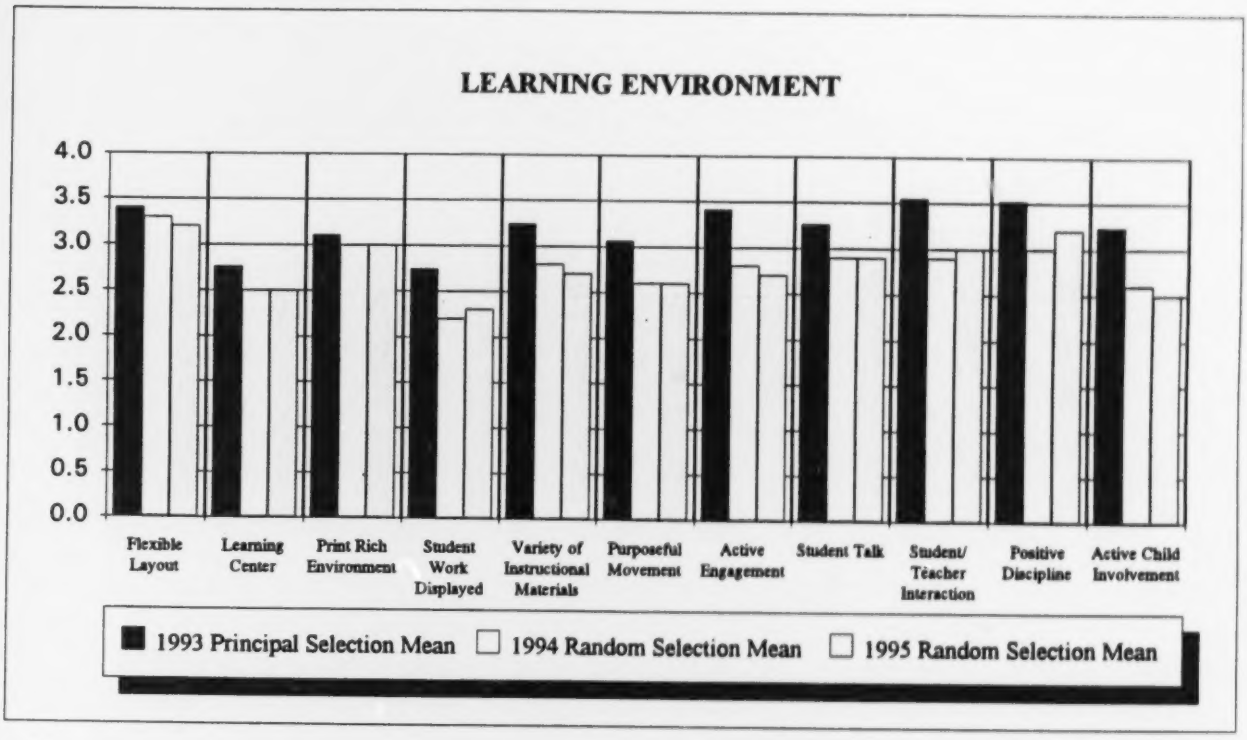
PROFESSIONAL TEAMWORK	*1993 Principal Selection Mean	•1994 Random Selection Mean	■1995 Random Selection Mean
Professional Teamwork with Regular Teachers▲	2.8	3.1	
Teaming with Regular Teachers			2.3
Planning with Regular Teachers			3.0
Professional Teamwork with Special Teachers	2.5	2.2	2.4
Planning Time	2.6	2.8	3.0
Level of Collaboration	2.9	2.8	2.7
PARENT INVOLVEMENT			
Parent Involvement in Classrooms	2.2	2.3	2.5
Parent Involvement in Policy Making	2.2	2.3	2.3
Parent Involvement in Student Evaluation	1.7	1.8	2.1
Parent Involvement in Support of Learning	2.6	2.6	2.8
Parent Involvement in Communication	2.6	2.9	3.0

* n = 46
• n = 86
■ n = 92
▲ *This item was separated into Teaming with Regular Teachers and Planning with Regular Teachers on the 1995 Map.*

TABLE 13. TEACHER SURVEY

	1993 Principal Selection Mean	1994 Random Selection Mean	1995 Random Selection Mean
Participation in Training Sessions	3.2	3.2	3.0
Participation of Principal in Training Sessions	3.2	3.2	3.1
Assistance from District Staff	2.7	2.6	2.5
Assistance from Kentucky Department of Education	2.1	2.3	2.1
Assistance from Regional Primary Consultant	2.0	2.2	2.1
Assistance from Local Universities	2.4	2.7	2.5
Assistance from District Cooperative	2.3	2.6	2.3
Observation of Other Primary Programs	2.4	2.5	2.3
Regular Staff Meetings on Primary Implementations	3.0	3.1	3.1
Time to Plan and Implement	2.3	2.3	2.4
Participation in Making Decisions	3.2	3.1	3.1
Support from Principal	3.5	3.5	3.5
Support from Other Teachers	3.3	3.6	3.5
Support from Parents	2.9	2.9	2.7

FIGURE 1



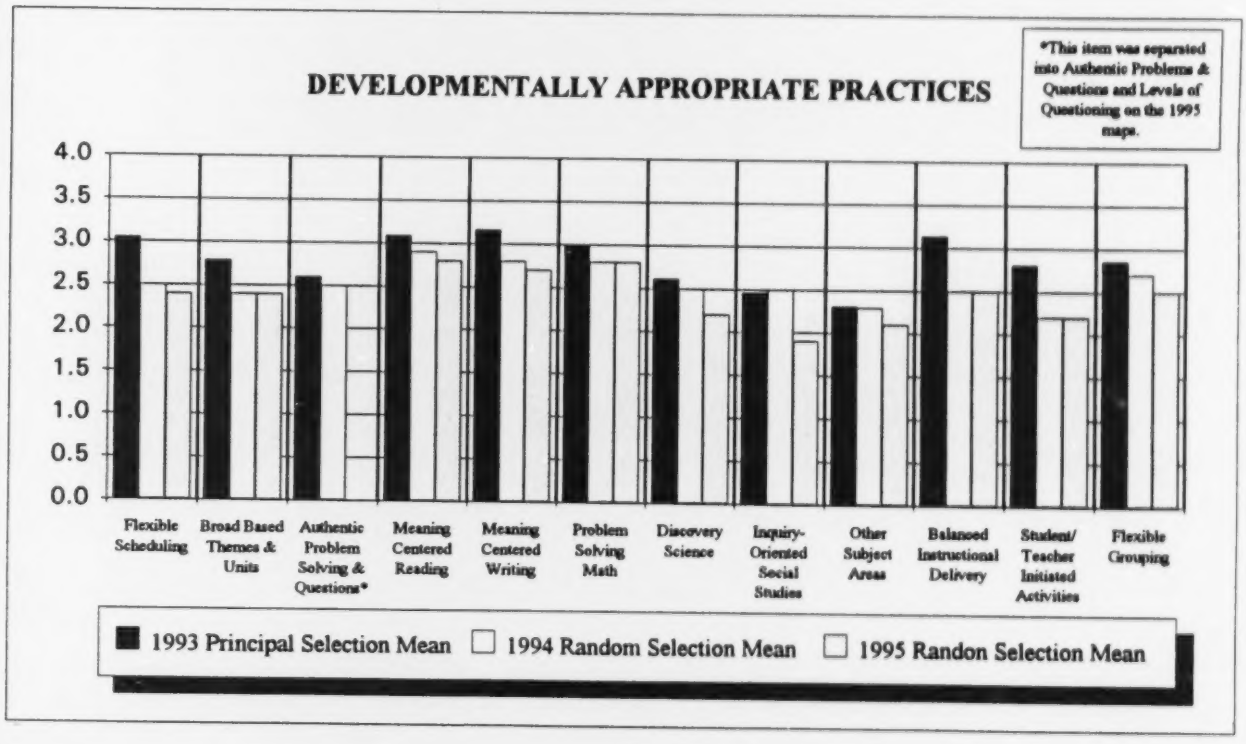


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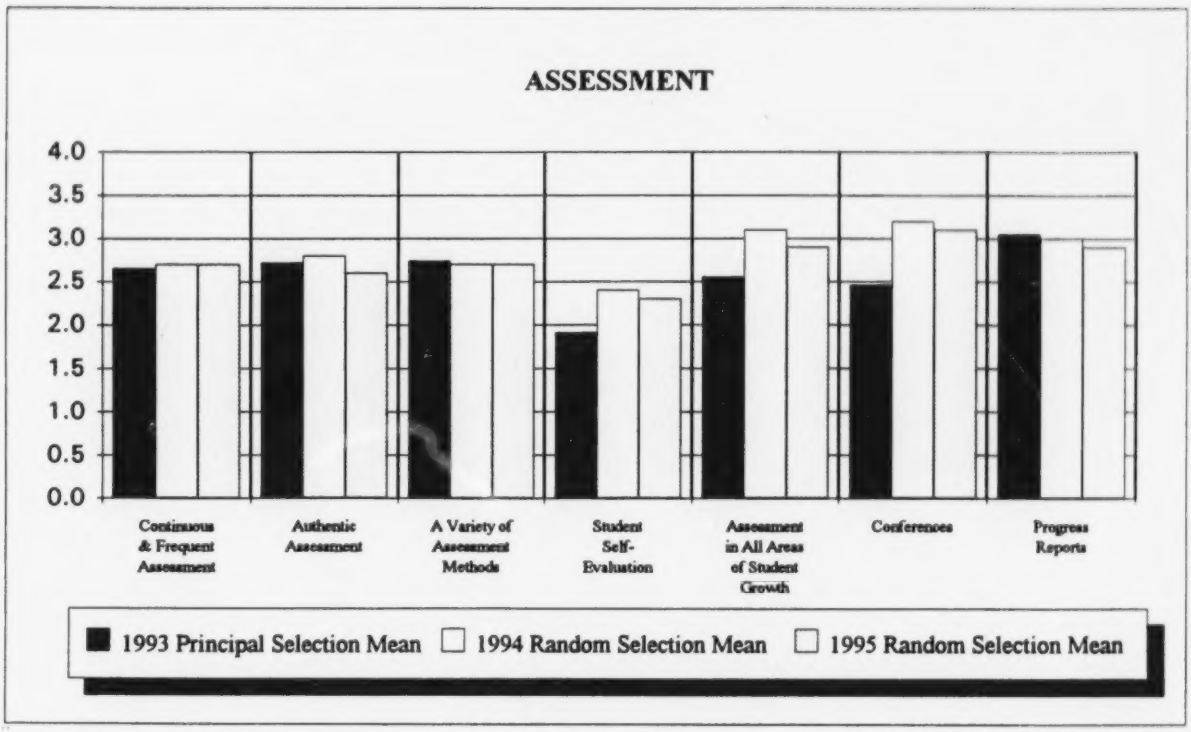
FIGURE 2


ASSESSMENT
4.0
3.5
3.0
2.5
2.0
1.5
1.0
0.5
0.0
Continuous & Frequent Assessment
Authentic Assessment
A Variety of Assessment Methods
Student Self-Evaluation
Assessment in All Areas of Student Growth
Conferences
Progress Reports
1993 Principal Selection Mean
1994 Random Selection Mean
1995 Random Selection Mean

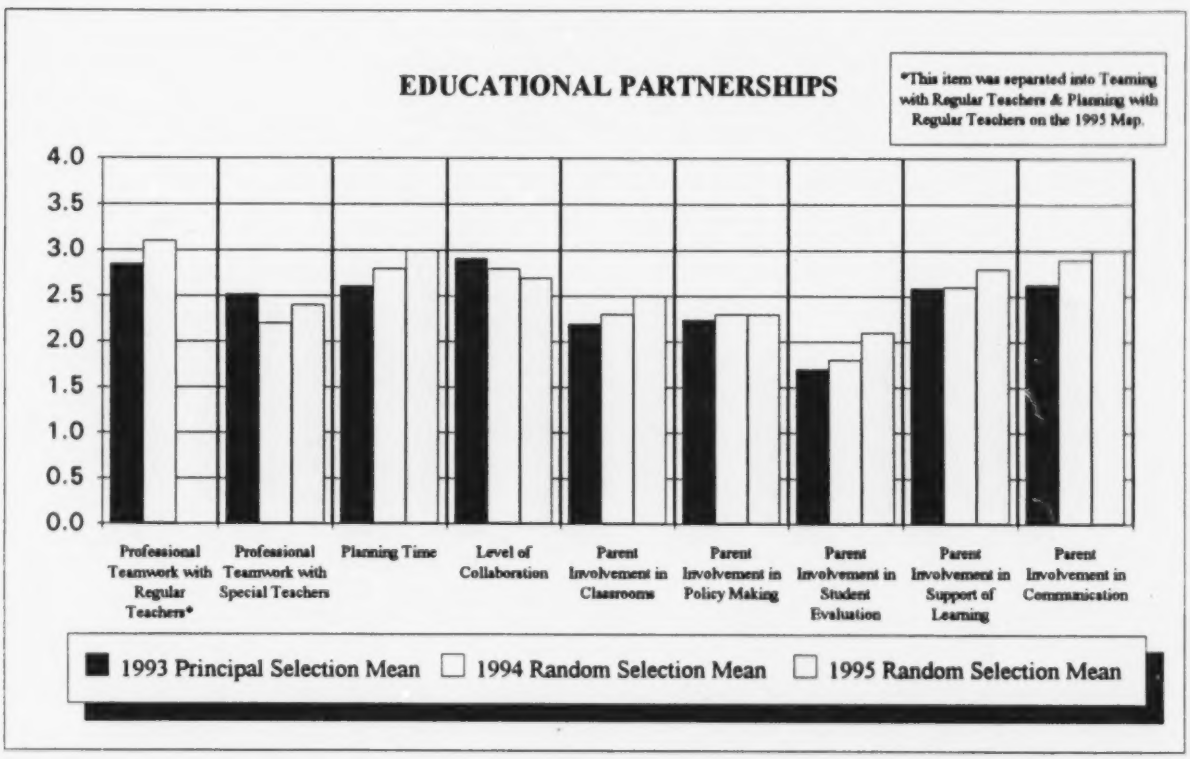

EDUCATIONAL PARTNERSHIPS
*This item was separated into Teaming with Regular Teachers & Planning with Regular Teachers on the 1995 Map.
4.0
3.5
3.0
2.5
2.0
1.5
1.0
0.5
0.0
Professional Teamwork with Regular Teachers*
Professional Teamwork with Special Teachers
Planning Time
Level of Collaboration
Parent Involvement in Classrooms
Parent Involvement in Policy Making
Parent Involvement in Student Evaluation
Parent Involvement in Support of Learning
Parent Involvement in Communication
1993 Principal Selection Mean
1994 Random Selection Mean
1995 Random Selection Mean

FIGURE 3

CLUSTER ANALYSIS:
PLOT OF ICC GROUPS BASED ON DISCRIMINANT ANALYSIS

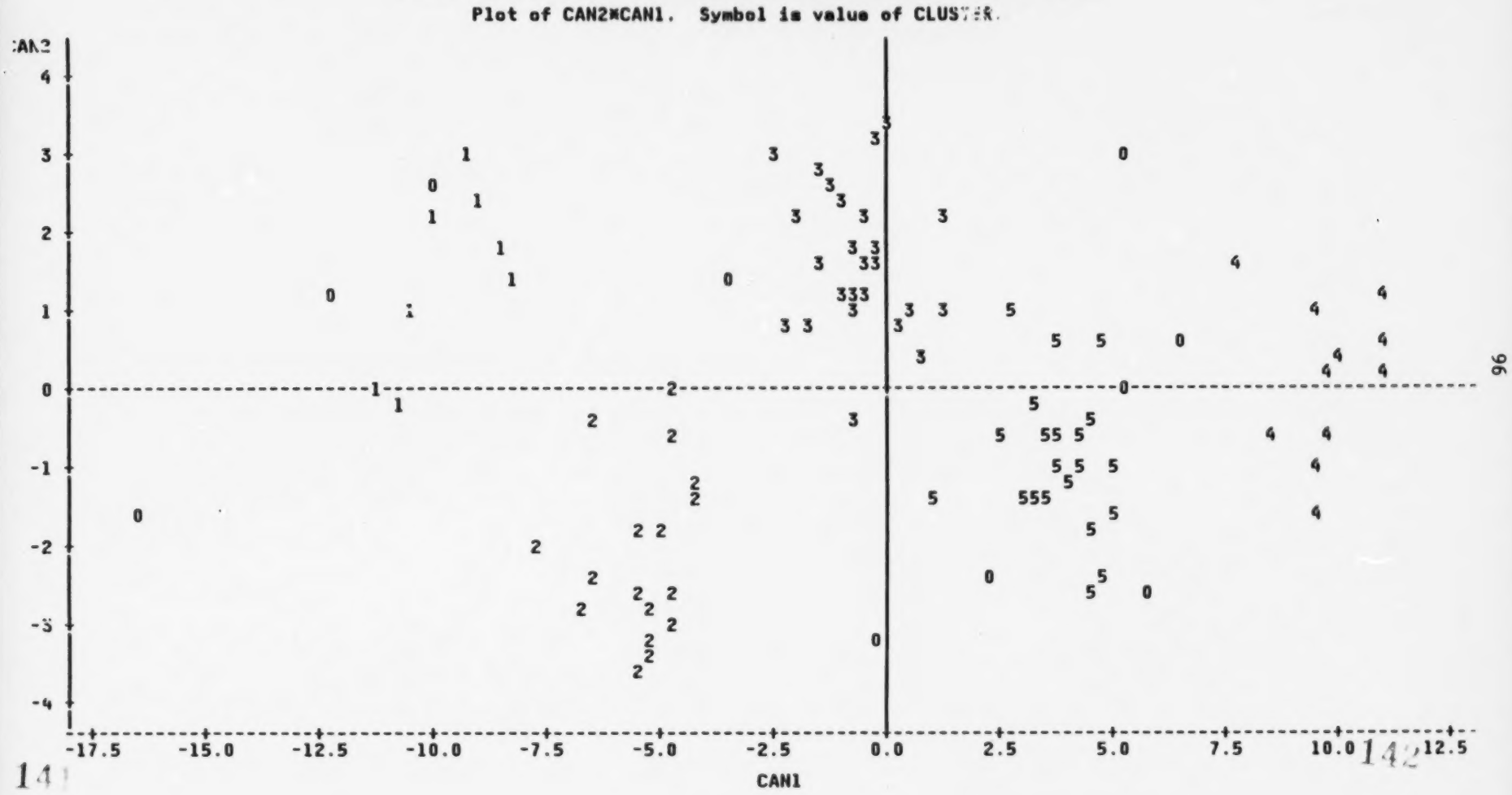


FIGURE 4

CLUSTER ANALYSIS:
LOCATION OF CLUSTER MEANS BASED ON DISCRIMINANT ANALYSIS

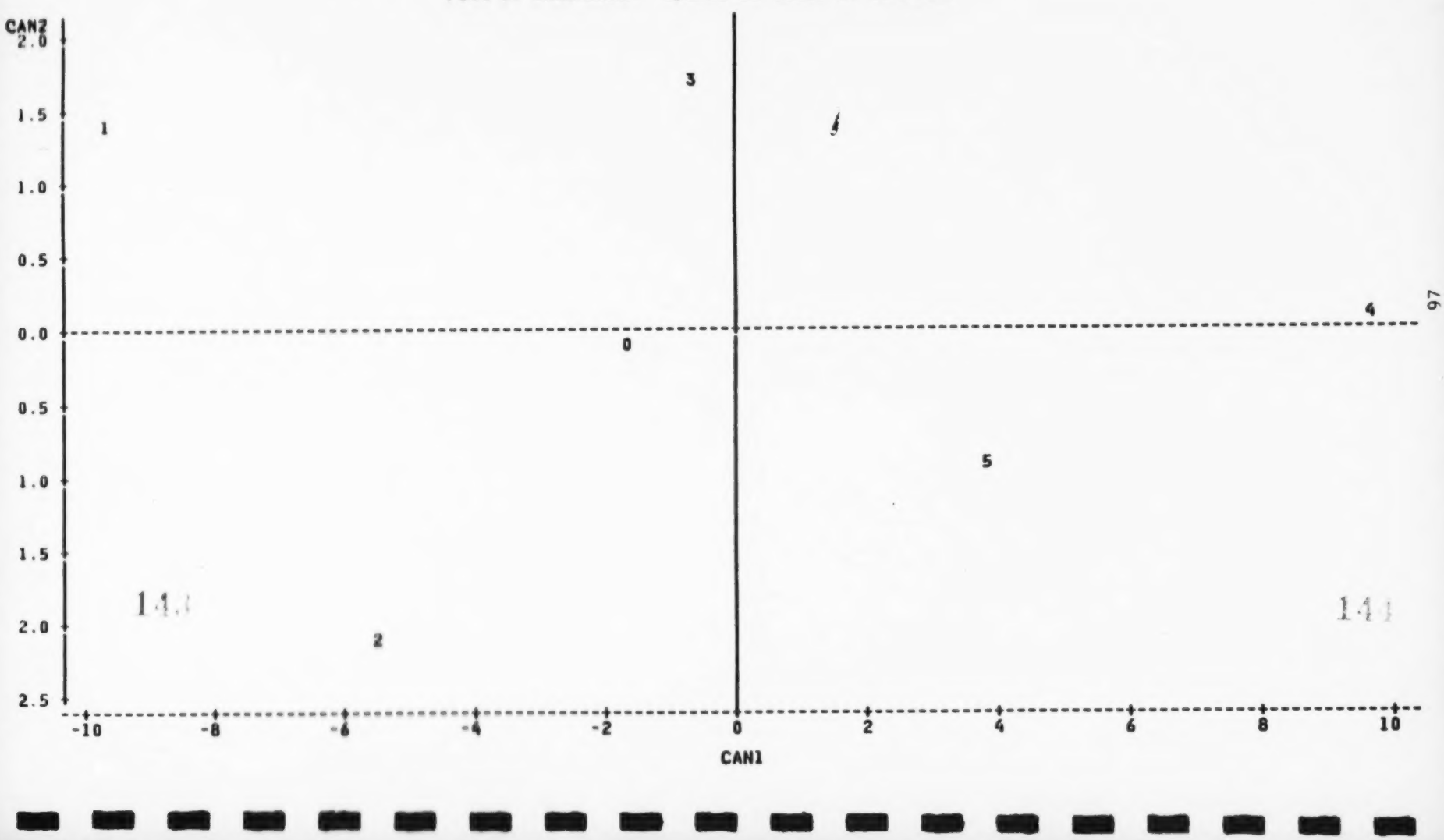
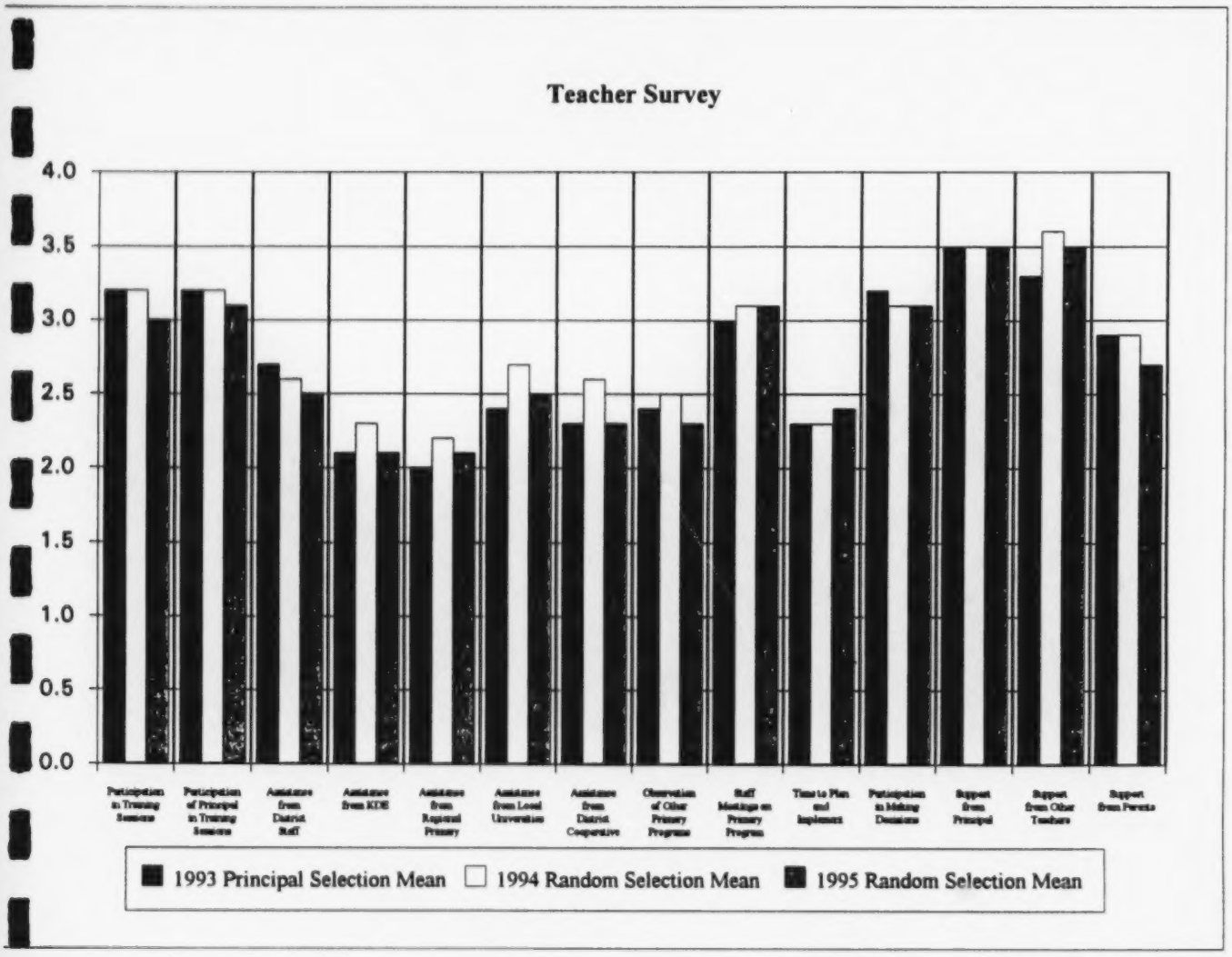


FIGURE 5



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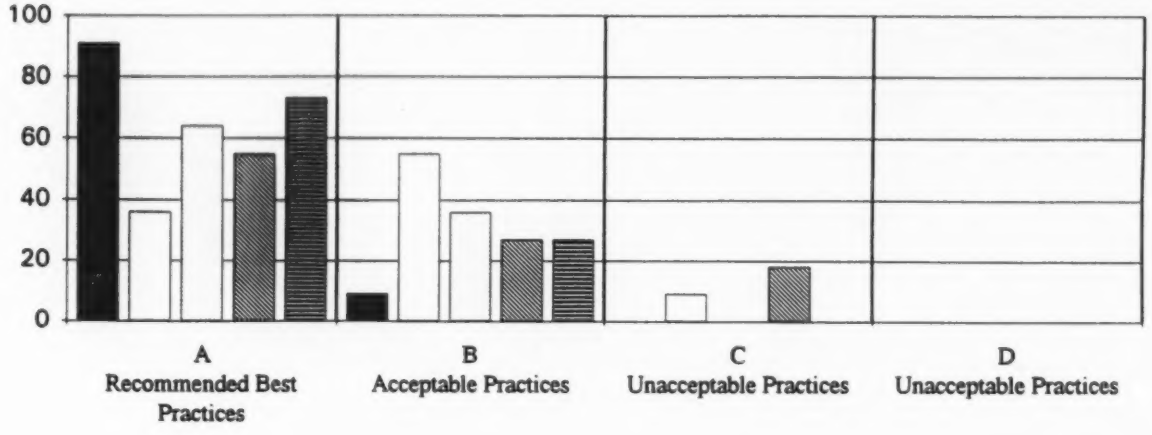
APPENDIX F

FIGURE 6

PHYSICAL ENVIRONMENT
HIGH IMPLEMENTORS
N = 11



PHYSICAL ENVIRONMENT
LOW IMPLEMENTORS
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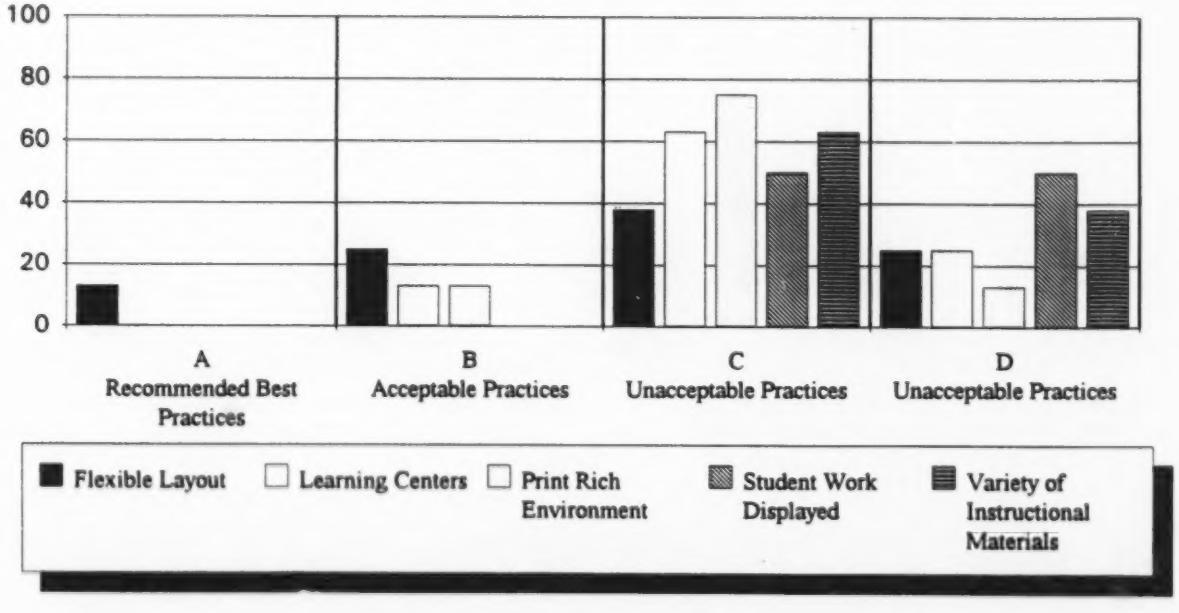

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FIGURE 7

SOCIAL/EMOTIONAL ENVIRONMENT
HIGH IMPLEMENTORS
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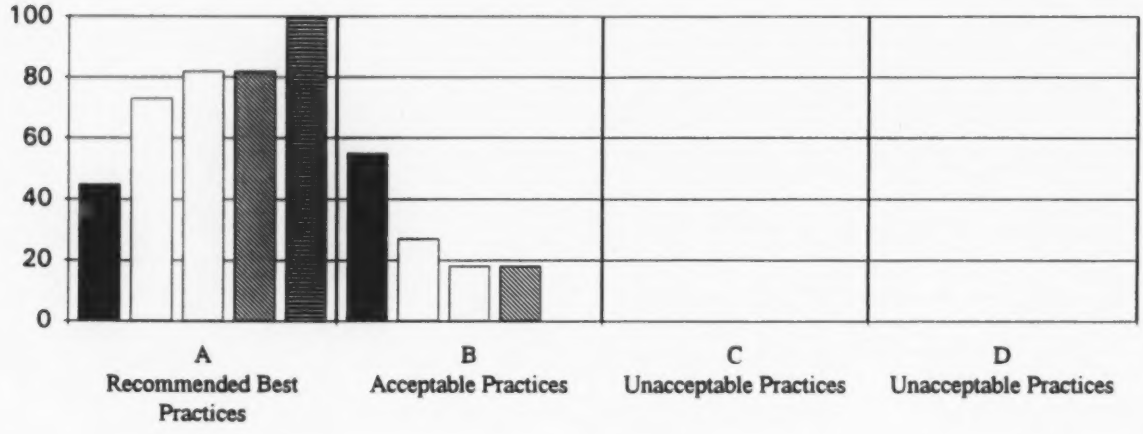

SOCIAL/EMOTIONAL ENVIRONMENT
LOW IMPLEMENTORS
N=8

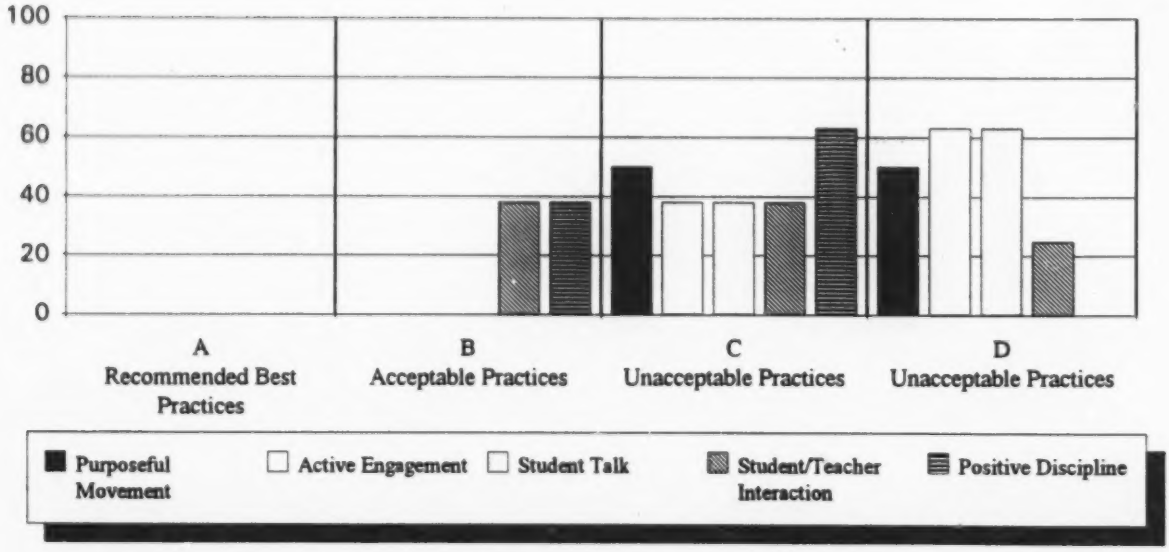

FIGURE 8

INTEGRATED CURRICULUM
HIGH IMPLEMENTORS
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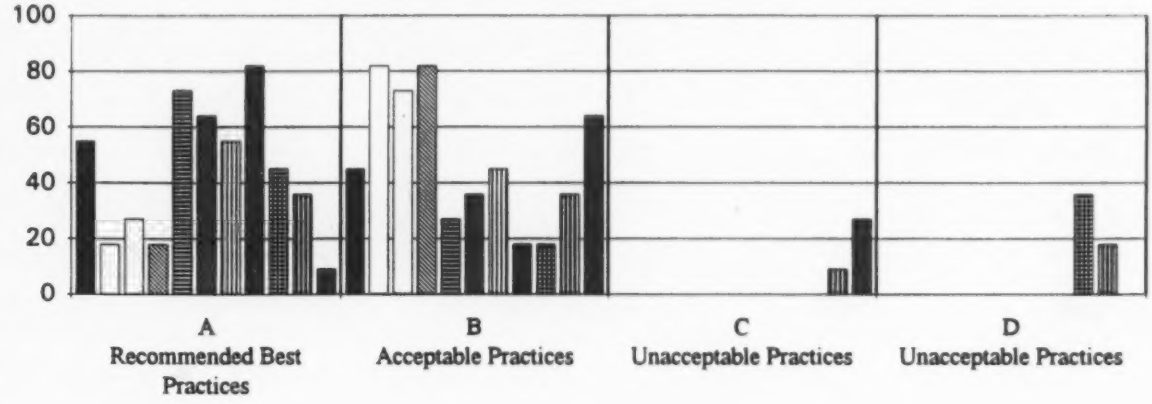

INTEGRATED CURRICULUM
LOW IMPLEMENTORS
N=8

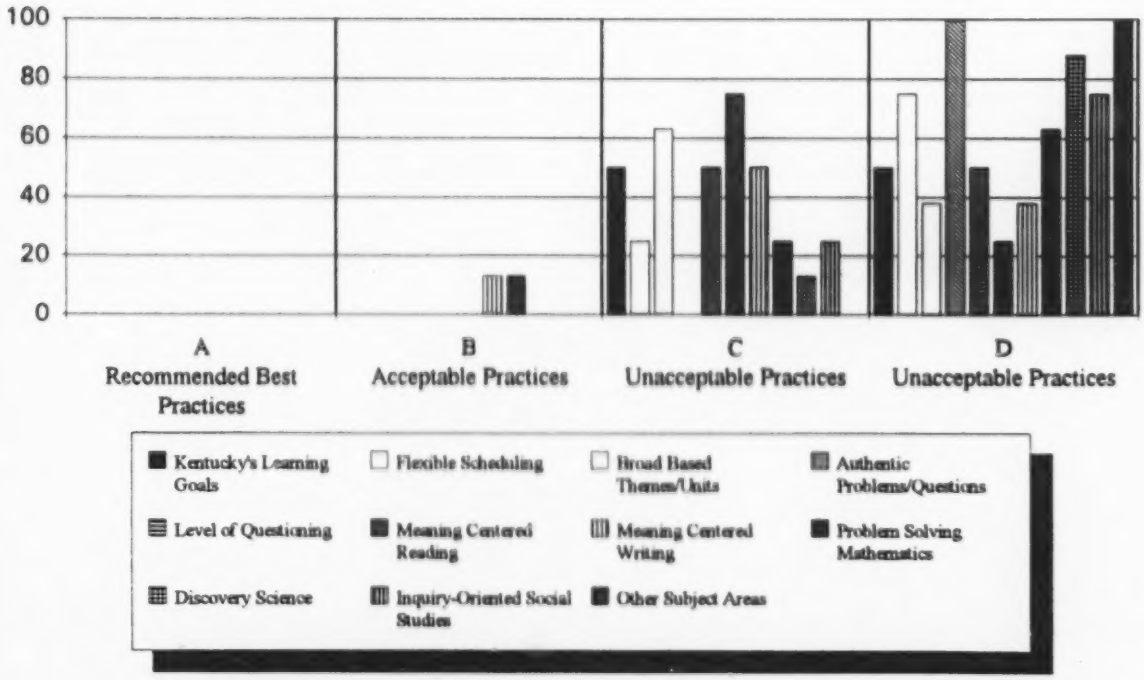

FIGURE 9

VARIED INSTRUCTIONAL STRATEGIES
HIGH IMPLEMENTORS
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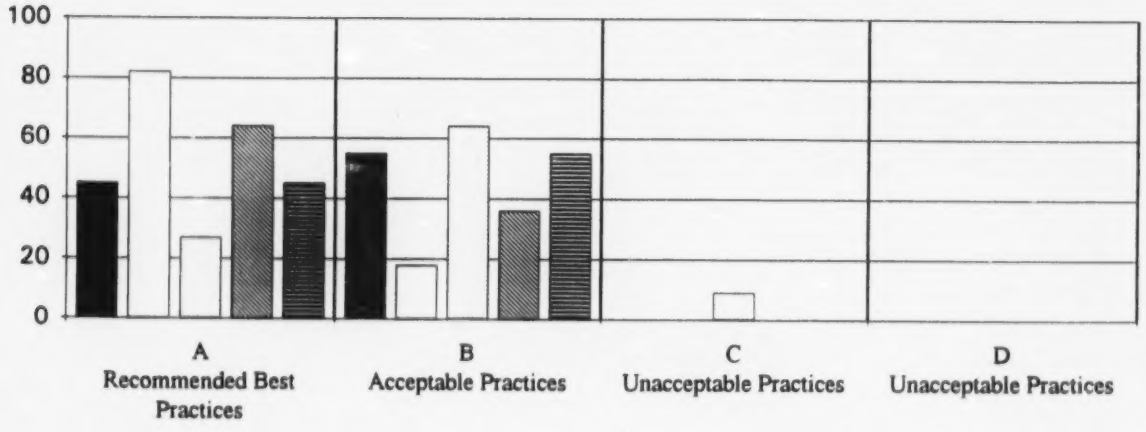

VARIED INSTRUCTIONAL STRATEGIES
LOW IMPLEMENTORS
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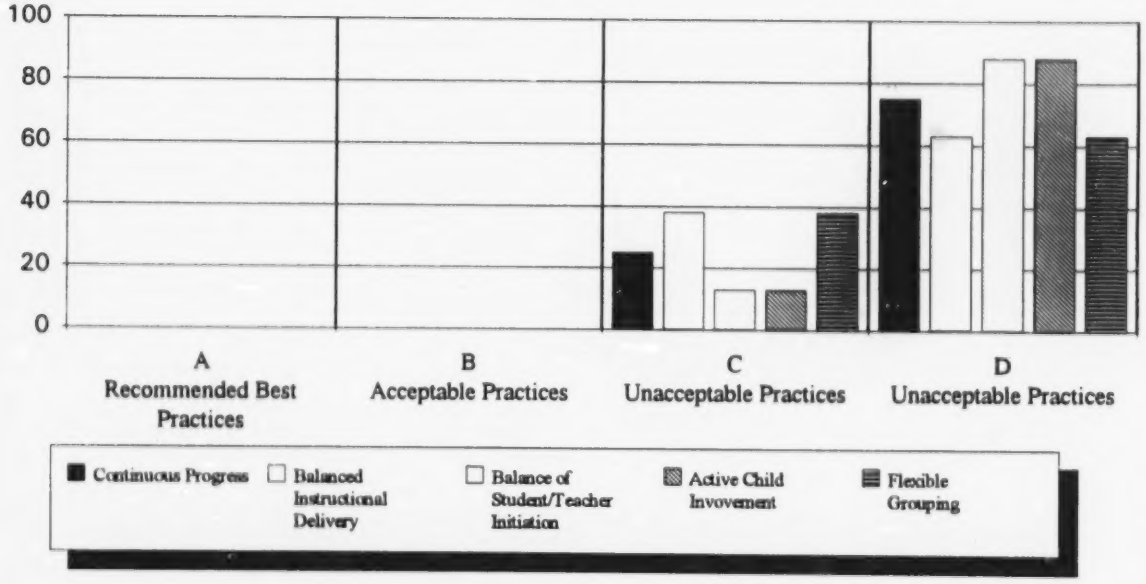

FIGURE 10

ASSESSMENT
HIGH IMPLEMENTORS
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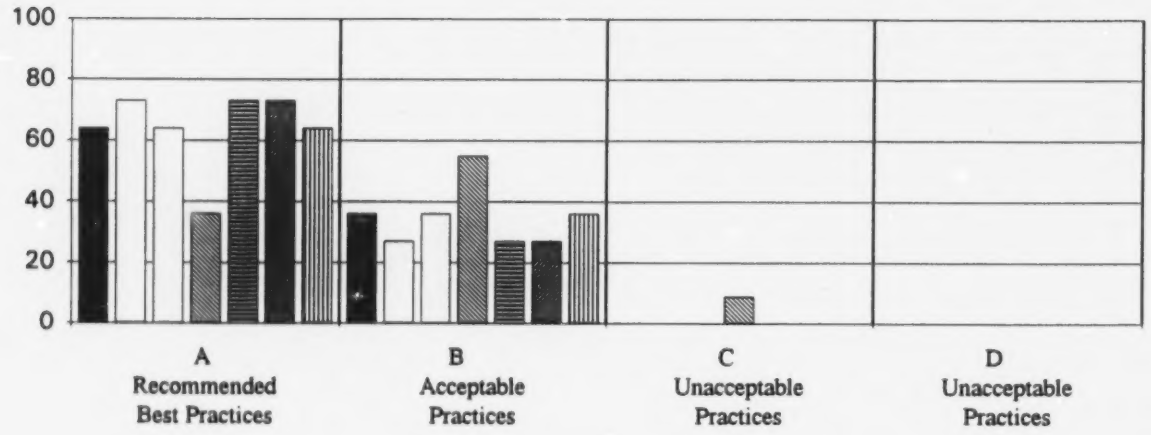

ASSESSMENT
LOW IMPLEMENTORS
N=8

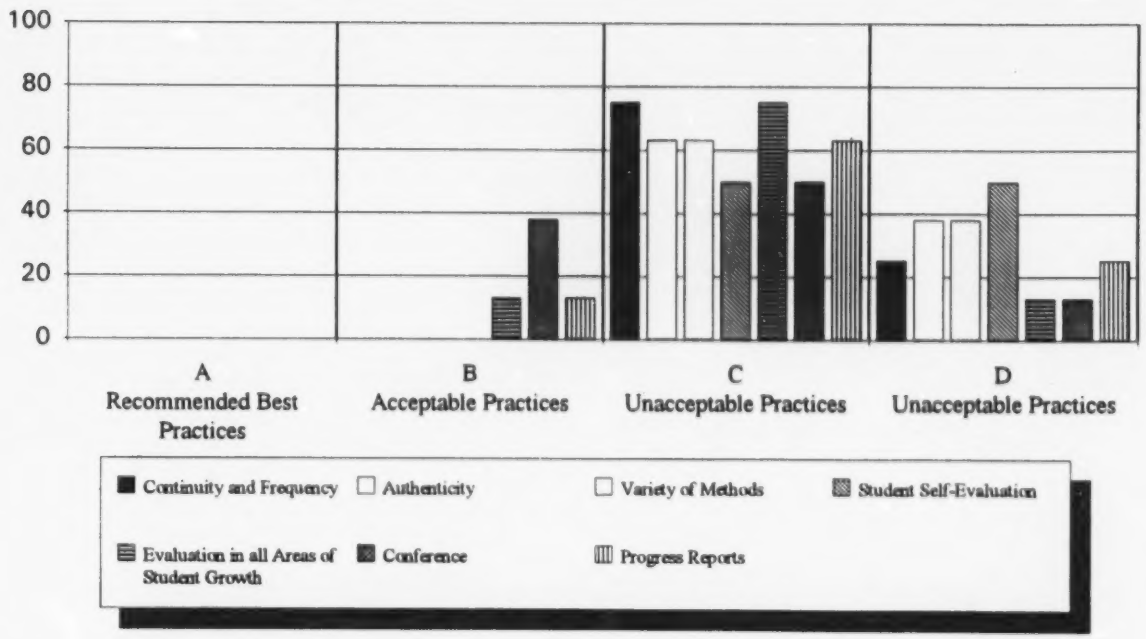

FIGURE 11

PROFESSIONAL TEAMWORK
HIGH IMPLEMENTORS
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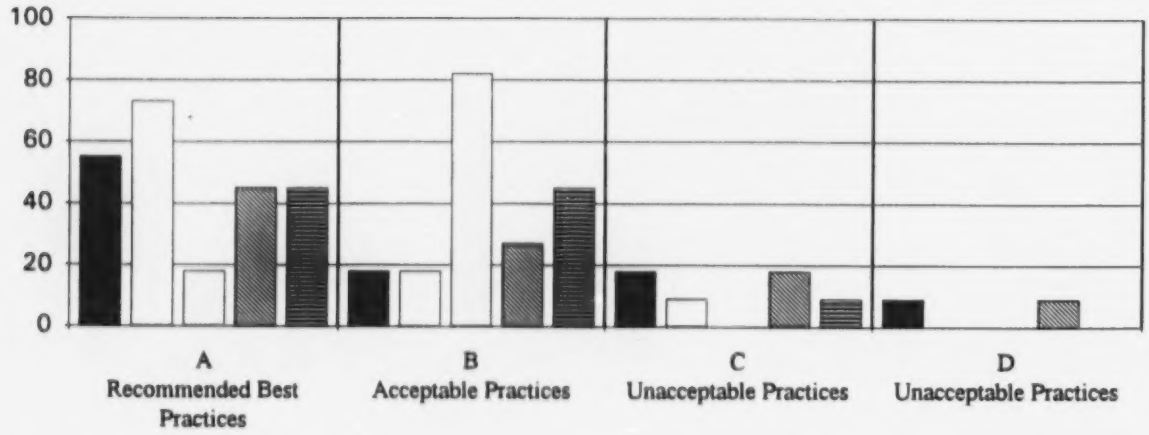

PROFESSIONAL TEAMWORK
LOW IMPLEMENTORS
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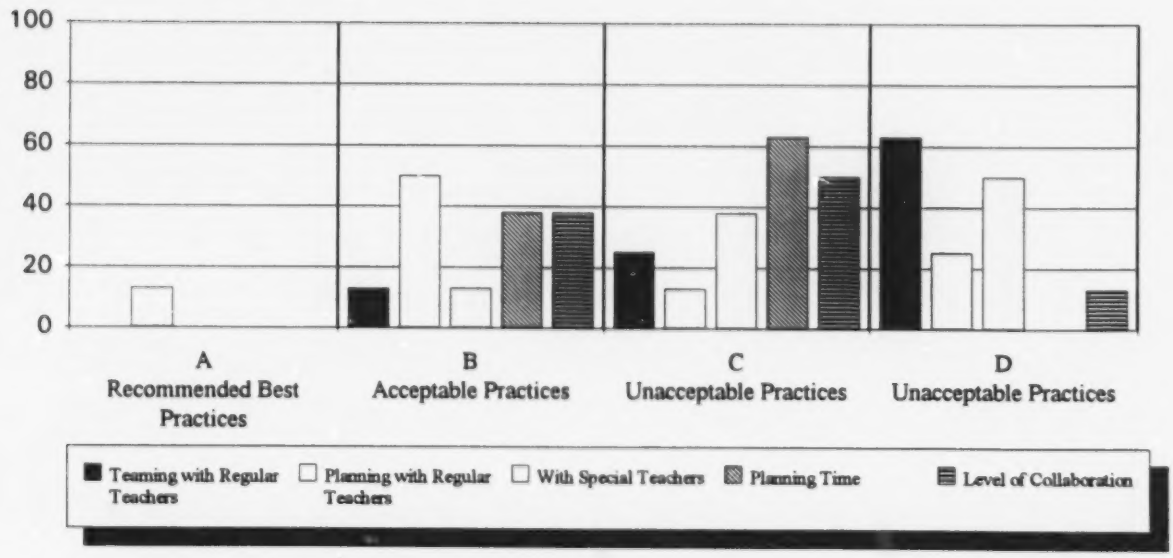

FIGURE 12

PARENT INVOLVEMENT
HIGH IMPLEMENTORS
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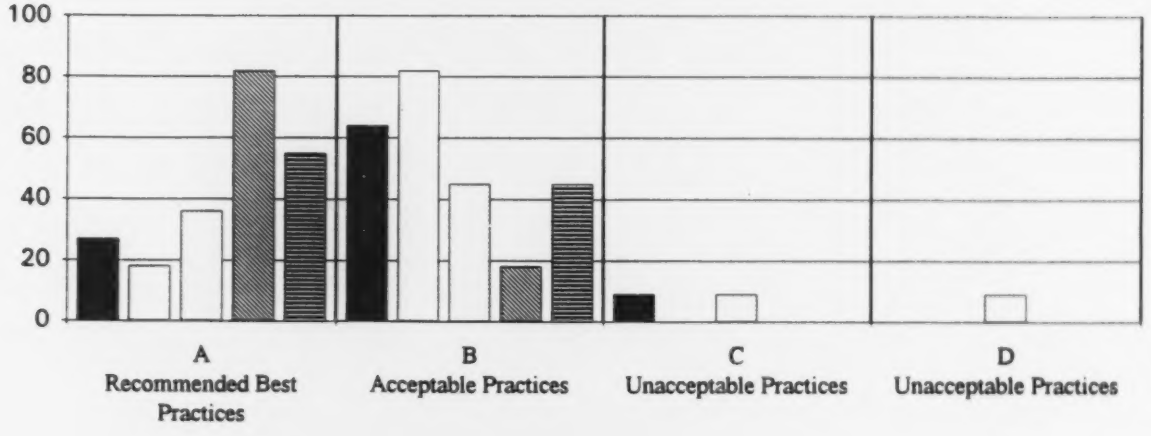

PARENT INVOLVEMENT
LOW IMPLEMENTORS
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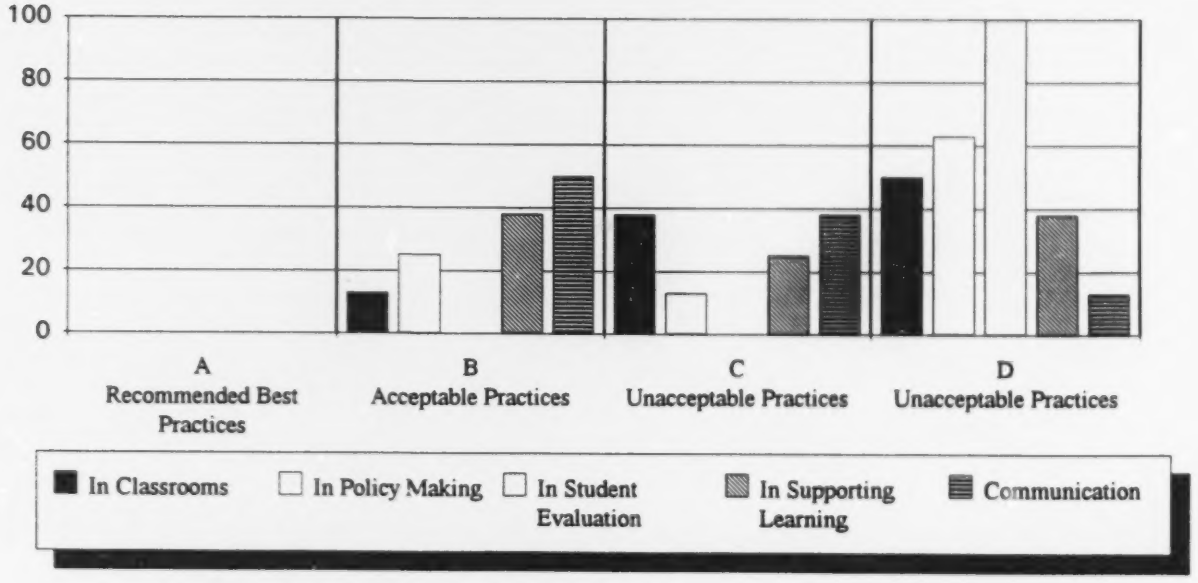

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